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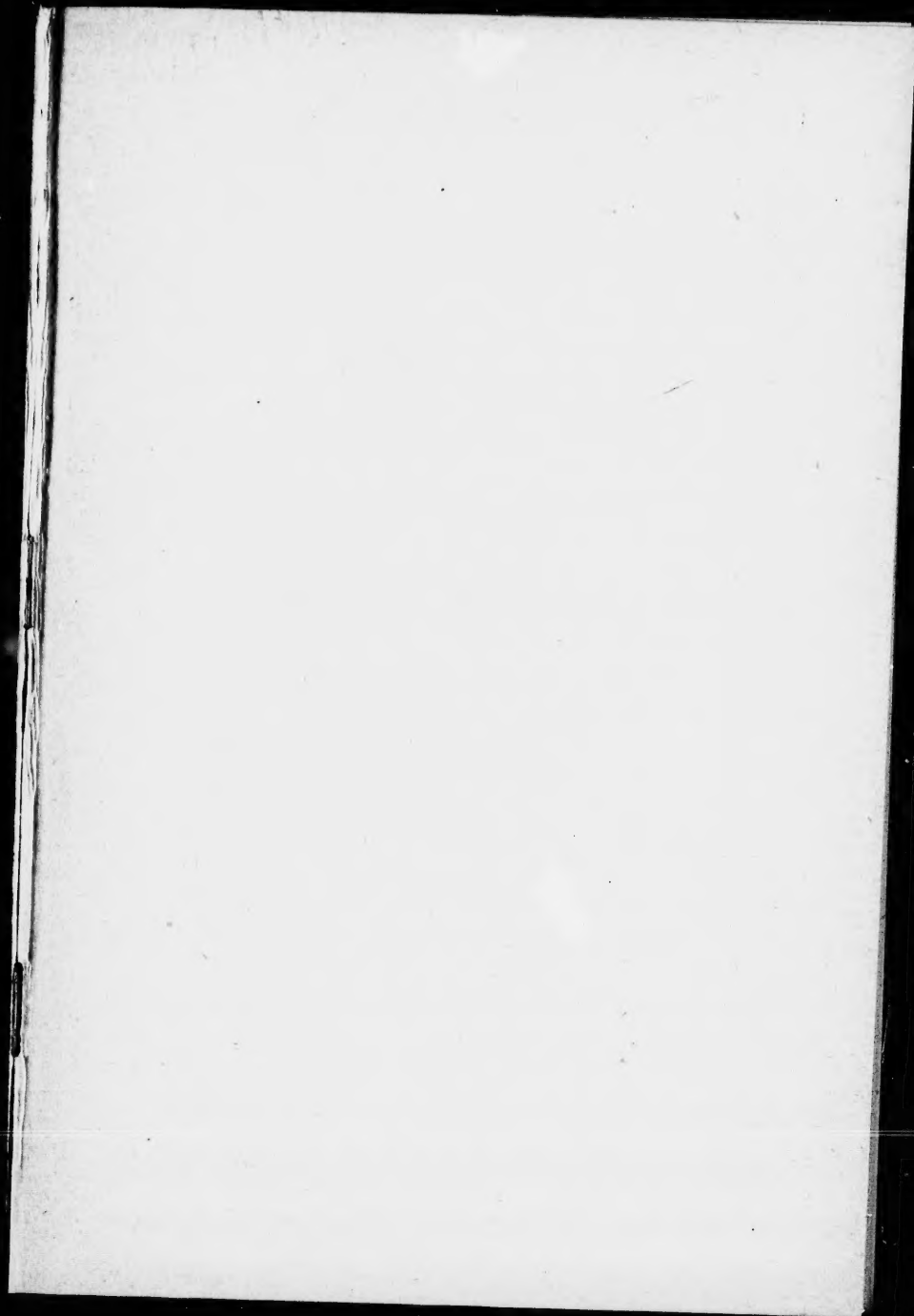
LANGUAGE TRAINING

R. K. ROW

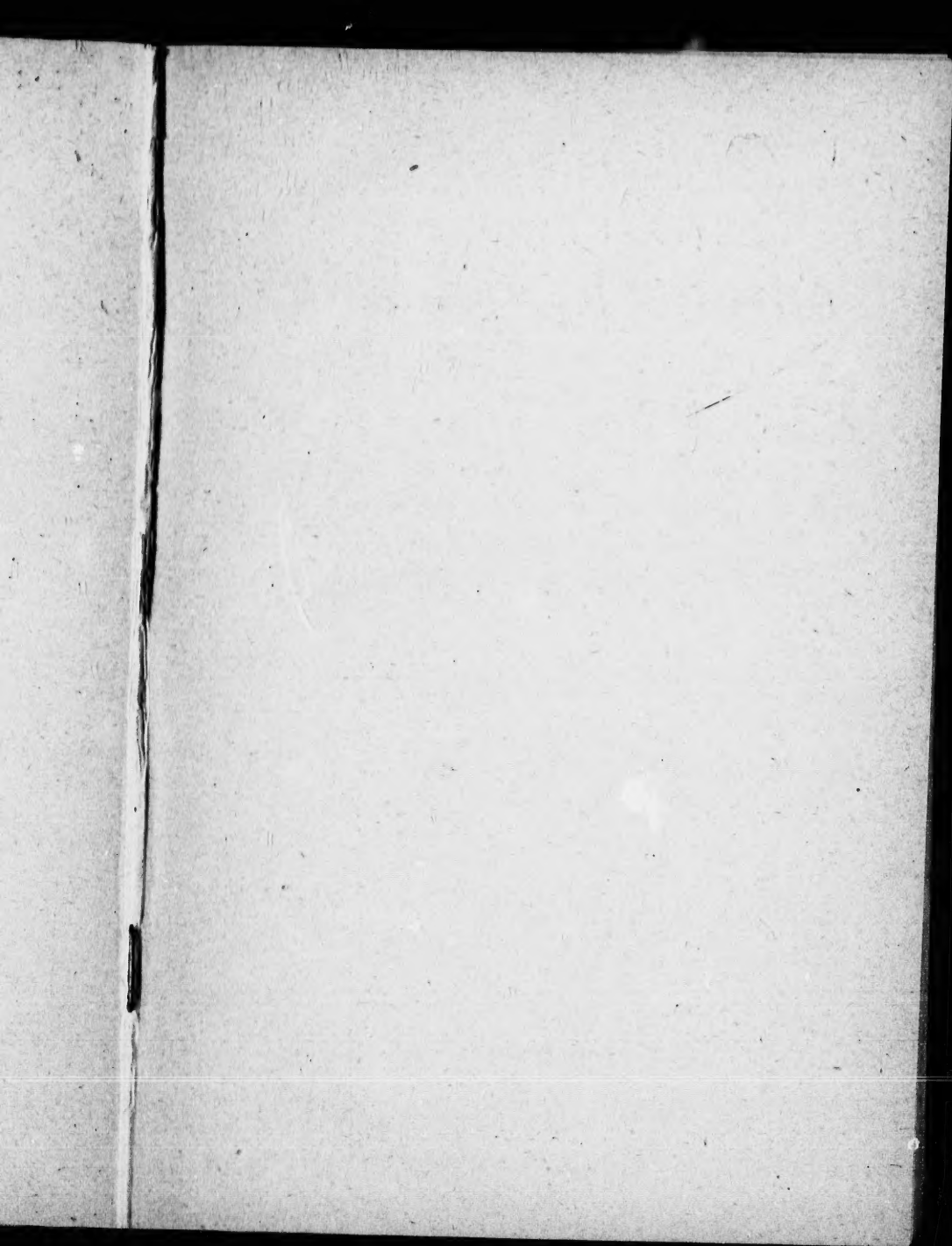
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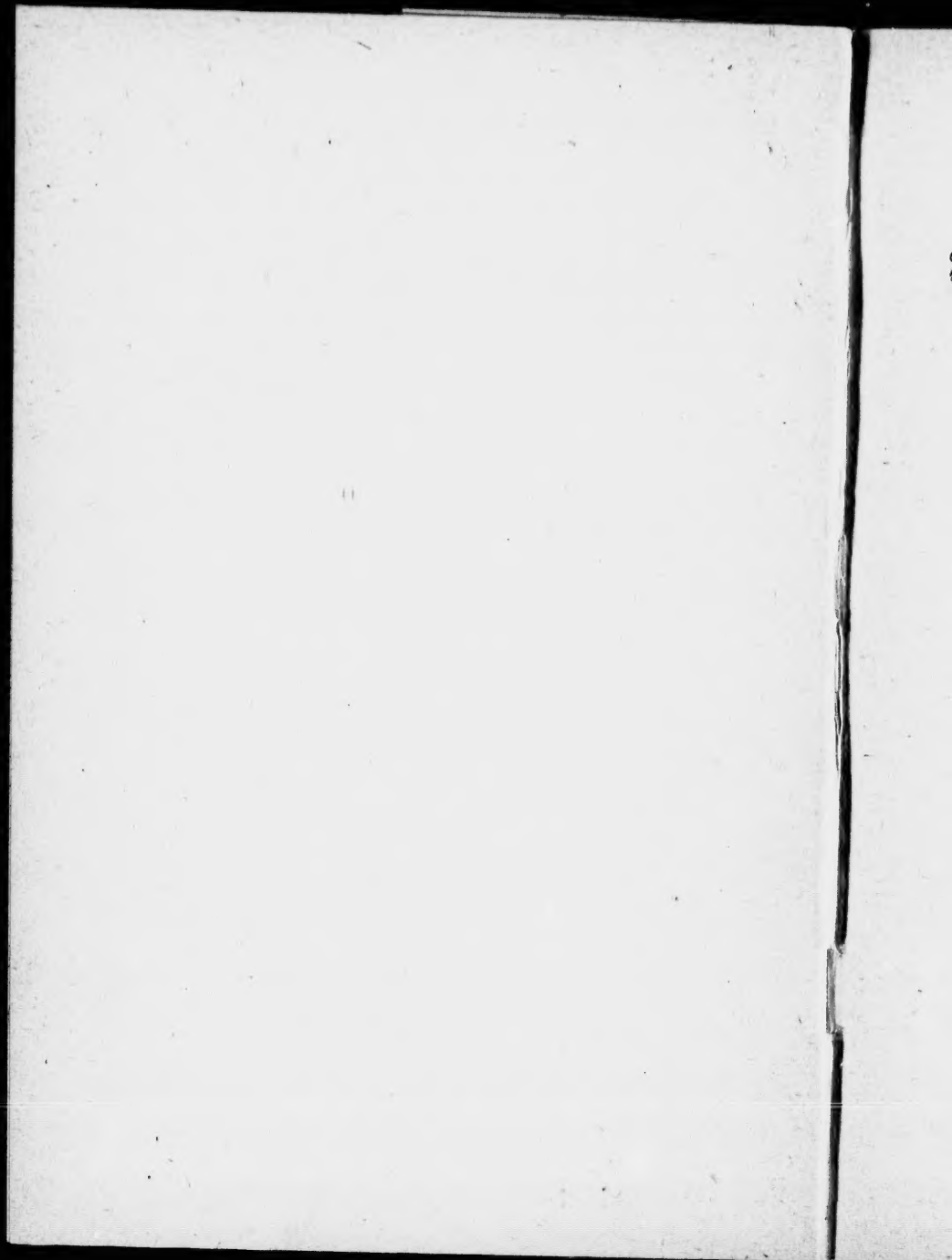
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PRACTICAL

Language Training

CONTAINING

SUGGESTIONS TO TEACHERS, A SYLLABUS OF
WORK FOR PUBLIC SCHOOLS, AND
SUGGESTIVE LESSON NOTES.

BY

R. K. ROW,

Principal Model School, Kingston

TORONTO

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PREFACE.

At the regular meeting of the Ontario Teachers' Association, held at Niagara-on-the-Lake in August 1890, after an address and a discussion on "Technical Grammar in Public Schools" the following resolution was adopted almost unanimously. "Resolved: That, in the opinion of this Association, Technical Grammar should be omitted from the Public School Curriculum except so far as it can be taught incidentally in a thorough course of Practical Language Training." The recognized necessity of more attention to practical language training, and the desire for more definite aims therein was further shown by the appointment of Wm. Houston, M. A., and myself to prepare a syllabus of Language Lessons for the public schools of Ontario.

The effort to comply with that request soon made it evident that a bare outline syllabus would not meet the requirements of those teachers who feel most need of help in this department of their work. A brief presentation of how language power is developed, followed by a series of suggestions on matter and method in language training, grew out of this idea. Then, many of the suggestions, purposely made brief, seemed to need exemplification, and "lessons notes" at once began to bud and branch out from these. Some flowers have also appeared in the form of extracts from the best authors carefully selected for memorization. The little plant has been growing for nearly two years. It has been sunned by the warm approval of all who have seen it; watered and stimulated by helpful suggestions from friendly fellow-workers; and pruned by the no less friendly knife

of the critic. With some solicitude I now present it to the teaching public to be judged by its fruits.

There has been no thought of supplying a class book for the use of pupils, but rather a "*teachers' help*" for which there is a rapidly growing demand among the more progressive members of our profession, who, however meagre their income, can find each year a few dollars to exchange for "ideas."

As the title implies the book deals with only the practical side of language study. The treatment throughout is based on the principle that language power is acquired almost solely through careful training in the *use* of language, and that this training must be given mainly by allowing and leading children to express in their best way the thoughts obtained in all they study. All special language exercises are to be regarded as merely supplemental to this regular work. There is perhaps an ideal school in which the special exercises will not be needed.

My thanks are due to Messrs J. Dearness, I. P. S. London; Wm. Houston, M. A., Toronto; S. B. Sinclair, B. A., Hamilton, F. W. Parker, Englewood, Ill., and J. H. Smith, I. P. S., Hamilton, for numerous valuable suggestions; to E. L. Kellogg & Co, New York, for permission to use some *Reproduction Stories* from the Teachers' Institute, and to Mr. A. F. Newlands, Director of Penmanship, Kingston Public Schools, for the outline drawings.

Teachers will confer a favor by noting and mailing to the author such criticisms and suggestions as may be used to improve a subsequent edition should the book possess sufficient vitality to reach that stage.

KINGSTON, May 24, 1892.

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INTRODUCTION.

Language, in its broadest sense, means thought expression. Thought and expression are always in indissoluble partnership; the one cannot exist without the other. In this sense language includes, not only all speech, but all art and all the products of human skill and ingenuity. A painter, a musician, a sculptor, an architect, a gardener, a tailor, a farmer, must not be supposed to lack power of thought because he has not a ready command of words. Each has a language of his own capable of expressing his thoughts as clearly, as fully and as artistically as ever orator, essayist or poet expressed his conceptions. All schools should recognize this broad view of language, and it should not be expected that all pupils will or can acquire the same degree of power and facility in verbal expression. Since, however, all are more or less dependent upon speech for the expression of their thoughts, and since the growth in thought is conditioned so largely by growth in language, it follows that practical language training should occupy a very prominent place in all elementary school-work, and that all teachers of children should understand well how language power is acquired, and know fully what ways and means will most certainly and completely tend to its development.

The student of child nature will have observed how a baby learns his first words. Mamma, Papa, May, Tom, Kitty, Fido, etc., are brought before the child scores, in some cases hundreds, of times, and at almost every

presentation the name is associated with the person or thing. At a very early stage a glance of intelligent recognition answers such questions as: Where's Papa? Where's Tom? The mother and the nurse give a hundred language lessons a day, and encourage in every possible way all uses of the vocal organs, except one. The child knows a large number of words before he can utter one, but the reward of weeks and months of earnest, unremitting training comes, love's quick ear recognizes in the baby's syllable some oft repeated name. Now, the practice begins, with solicitation and without it, the baby lies awake day and night to practice his newly found power. Day by day the vocabulary of presentive words increases; then two ideas are related and two words joined; sentences are formed and so the power grows. During the first four or five years the conditions for its growth are made as favorable as possible. New things, new qualities and characteristics of things, new relations of things and of their parts and qualities are constantly being discovered or pointed out; interesting pictures are shown and suitable stories told. When the child gets a new idea or thought he wants to express it and he always gets a chance; nay more, he is plied with unnumbered questions to quicken his perception, concentrate his attention and induce the effort to tell. The natural child at from two to six years of age is always a chatterbox, and the natural man or woman is always a ready listener to a young child.

This seems a perfectly natural and rational method of educating the language faculty, and the wonderful power of understanding and using language acquired by most children during the first five years cannot be accounted

for apart from these considerations. About this time, however, a new course of treatment is adopted. At home and at school the child is constantly being told he must not talk. Strange doctrines are now taught him, as: "Little folk should be seen and not heard," "You have two ears and two eyes, but only one tongue, you should see and hear four times as much as you talk." It would be interesting to know how many sentences the average public school pupil is daily encouraged to frame. While in the special pursuit of an intellectual training that is impossible without a concurrent language training, while surrounded by conditions that should be most favorable to the extension of vocabulary and the acquirement of easy, accurate, elegant speech, most children, it is feared, really gain but little, simply for lack of opportunity to practice. If they were restrained from using language out of school, as they often are while in class, they would probably lose considerable of the power gained before entering.

There is a theory quite generally accepted by educators and others that the great masters of English, oral or written, have all had a thorough training in ancient classics. The reason is obvious. They have been thoroughly trained in English through the classics. The translation of every sentence has been an English language lesson. As soon as the thought is obtained from the original the whole mind is concentrated in an effort to put that thought into the best possible English. Why not apply precisely the same principle to the teaching of English in connection with all the ordinary school subjects. Direct the study of the class in literature, geography, science, history, etc.; when the pupils obtain

a new thought let them express it in the best English they can command. When two or more related thoughts have been developed they should find expression in connected language.

It is said that when Lord Macaulay was a little boy his father told him a story every night and required him to reproduce it as well as he could: Gradually the stories were lengthened, and made more substantial in character. Later the father read the stories, then the boy read for himself, but always the reproduction had to be full, accurate, and well expressed. As the boy's power grew the nature of the subjects was changed and biographies, essays, historical extracts and poems were dealt with in a similar way. Is it any wonder the man was a master of English, or that he could reproduce a book after a single reading?

Henry Clay said: "I owe my success in life to one single fact, namely: At the age of twenty-seven I commenced, and continued for years, the process of daily reading and speaking upon the contents of some historical or scientific book. These off-hand efforts were made sometimes in a corn-field, at others in the forest, and not unfrequently in some distant barn, with the horse and ox for my auditors. It is to this early practice in the great art of all arts that I am indebted for the primary and leading impulses that stimulated me forward, and shaped and moulded my entire subsequent destiny."

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SUGGESTIONS.

"Man is a bundle of habits." Of the contents of the bundle, one of the largest and most important pieces is language. In no way does habit manifest or assert itself more strongly than in language. That is, a person speaks and writes correctly or incorrectly, with clearness or confusion, with ease or labor, according to the habits of language he has formed at that stage.

Now, a habit is formed by constantly repeating an act of mind or body until it can be performed easily, and more or less automatically. If this were otherwise the mind would be continually occupied with the direction of the simplest mental or physical acts.

It is usually as easy to form right habits as wrong ones, and it is always vastly easier to form right habits at first than to reform wrong ones once firmly established.

The rules for the formation of all habits, applied directly to forming habits of the accurate and proper use of oral and written language, may be stated as follows:

1. No incorrect forms of language, written or oral, should ever be presented to the pupils. Pupils should never hear inaccurate enunciation, articulation, pronunciation or syntax. They should never see any incorrect spelling, capitalization, punctuation, penmanship or syntax.

2. Pupils should never be allowed to use any incorrect forms of speech or writing.

3. Pupils should be trained to know instantly when they cannot picture accurately, any word form which they wish to use; and they should also be trained to find the correct form before they attempt to use it.

4. Whenever pupils use an incorrect form it should be corrected.

5. The school course should afford abundant opportunities for oral and written *thought expression* under the direct stimulus of *thought-getting*, and according to the best models.

No thought which ever stirred a human breast should be untold.

The complete application of these rules requires the highest teaching skill; probably the very best teaching and training in each and every grade cannot fully realize them. Still the only safe rule of life consists in the steadfast, persistent attempt to realize an ideal founded upon reason and common sense.

There is little danger of aiming too high. There is an inborn love of accuracy in almost every child, if there is none naturally it will come with the second nature—habit. Young children like to know right ways of doing and saying things. They, therefore, take corrections more kindly and benefit by them more fully than older persons.

Children acquire the power of oral expression almost entirely by imitation and under the impulse of thought. The vocal organs are so controlled by the mind that they spontaneously take the required positions to express varying shades of thought and emotion. Oral language is far more complete and complicated than written

language; hence, if the former can be well learned by imitation so can the latter, with this great advantage in written language, the models for pupils to imitate may always be perfect.

The *desire* to express thought is an essential condition to the growth of language power. Nearly all sentence building merely to use certain words, sentences not arising naturally from a child's desire to express what has come to his mind, must be regarded as useless. Good teaching evolves thought which naturally seeks expression. If the expression strives to imitate good models there is good language training.

Pupils should be always occupied in forming clear notions of objects and subjects of study and in expressing these ideas with clearness and accuracy.

As much as possible should at all stages be done *by* the pupil and very little for him.

Good talkers usually become good writers. During the first two years oral lessons should largely outnumber written lessons. For a considerable time the written lesson should generally be preceded by an oral one. In dealing with subjects that are new or specially difficult this rule should always be observed.

No pains should be spared to correct defective articulation and careless pronunciation. A few special lessons on the position of the vocal organs in producing certain sounds will usually correct lisping, slurring, sounding d for th, s for f, etc. Many defects will be corrected by slow pronunciation which requires the clear enunciation of each sound in a word. Even stammering has often been cured by a little training. The pupil should learn to make sure of what he wants to say before

he makes any effort to speak. He may sometimes pause a moment to think the sound before attempting it. A little careful practice in this way will soon give confidence and ease in speaking. Then some special exercises may be given consisting of sentences in which a number of words or syllables begin with the explosive consonants, p, b, t, d, k, g and q.

Many defects of utterance in children are apt to be considered trifling until they become confirmed habits that cling to one through life. These may greatly lessen influence and mar success, besides being a constant source of discomfort to the possessor and others. Treated in childhood they can usually be easily corrected.

Only the simple essentials of English Grammar, free from all unnecessary technicalities, should be presented in a public school course.

The grammar lesson should nearly always grow out of the literature lesson.

The primary aim should be to lead pupils to see *functions* and *relations* of words, phrases and clauses. Formal definitions should not be memorized, and no rules should be *given* to the class. When these are needed the pupils should be led to discover them by inductive study.

It should be remembered that rules of grammar are not used in acquiring language powers. No one uses them in speaking, and they are rarely applied in writing.

The terms "noun," "adjective," "verb," "adverbial phrase," etc., are convenient as soon as a pupil *knows* the thing, but the conceptions must be made clear before even names are given.

It should never be forgotten that *grammar* is a very abstruse science, involving, in nearly all cases, the nicest distinctions, and requiring a high degree of discrimination and abstract reasoning for the clear and complete understanding of even its elements. In an elementary school course it should, therefore, be made quite subordinate and incidental to that practical training that will develop language power.

The Uses of Pictures.

The value of pictures as a means of developing thought and cultivating expression has not been generally appreciated.

The best pictures available should be used. The drawing, the coloring, the acts represented, the dress and general appearance of the persons shown, all form elements in that unconscious education we so often disregard.

Skill in drawing is a valuable qualification of the teacher, but those who lack the power to make good original sketches, will find large paper stencils very helpful.

Place the picture where all can see it well. By carefully prepared questions lead the pupils to :

1. Tell what is represented in the picture.
2. Describe each prominent figure.
3. Show the relation of the different figures to one another or to some important central figure.
4. Suggest title for a story to be inferred from the picture.
5. Compose an original story for which the picture would be a suitable illustration.

Sometimes pupils may be allowed to ask questions about the picture. These should be arranged by the teacher in a logical order and answers written by the pupils.

The answers should often be joined, forming a smooth narrative or description, but young children should be trained to avoid long sentences. With more advanced pupils greater originality and variety will be secured by placing the picture in sight and allowing them to compose their story without a hint or suggestion.

Reproduction Stories.

This is always pleasant work for young children. After the silent reading of the stories of the reading-book, let several pupils tell the story, or a part of it, in their own words. If those who try omit any part let others supply the omission. The teacher should make sure that every thought is apprehended and every detail of description is clearly seen. This is one of the best preparations for oral reading. The more vividly the pupils can picture a scene the better they will be able to read the lesson orally.

Other stories should be *told* to the class. Telling is much better than reading, and the teacher who cannot tell a story well has the greater need to practice. New words needed should be placed upon the board, their meaning, pronunciation and spelling taught. At first questions may be asked to recall and connect the salient points of the story. Then one or more pupils should tell the story orally. Afterwards the whole class should write it if they have the power.

No pupil should be excused from reproducing these exercises. Children who listen to stories with no inten

tion of reproducing them are likely to acquire habits of inattention and mind-wandering.

After some practice has been had pupils should reproduce a story in detail from hearing it but once.

These stories can nearly always be selected so as to teach manners, or morals, biography, history, geography or some other subject.

Children should nearly always supply titles for their stories.

Special exercises should be given in reproducing stories in *direct* and in *indirect* narration.

N. B.—Written reproductions and descriptions should at first be very brief so that the pupils may more readily become habituated to the correct written expression of the simple sentence. If the teacher can put the whole exercise on the board after the pupils have written it so much the better. The same story may be repeated after a day or two.

Dictation Exercise.

These have usually served only one purpose, to test spelling. They should also give a careful training in the correct use of capitals and punctuation marks.

Aim at perfection. Do not dictate a sentence unless you are reasonably sure every one can write it correctly. If you can prevent it, do not permit your pupils to guess at the spelling of a word. They should be trained to draw a horizontal line in the place of a word the mind cannot picture accurately.

Transcription.

These exercises are useful only when carefully done. They should lead to close observation of and practice in

paragraphing, punctuation, use of capital letters, hyphens, titles, etc. They train the memory when pupils close books and write as many words as the mind can carry, clearly perceiving the meaning.

Letter Writing.

This is of primary importance in written language training. It is said to be in danger of becoming one of the lost arts. However that may be, it is certain that but few boys and girls on leaving our public schools are able to write a good letter, arrange the parts, paragraph and punctuate correctly.

In the primary grades good models should be placed upon the board for the class to copy. When they can do this without a single error they should be asked to re-write the letter several times, changing one part at a time until the whole has been changed. Then pupils may write an original letter similar to the model.

More advanced pupils should write purely original letters upon topics suggested by themselves, or by the teacher.

It is a good plan to have one class carry on actual correspondence with another class of about the same grade in a different place, but under the direct supervision of their respective teachers.

Advanced classes should write brief, pointed, polite business letters.

In all school letter practice special attention should be given to arrangement, paragraphing, and punctuation.

Memorizing.

From the very first some of the gems of literature in prose and poetry should be memorized and repeated

often. The selections should be within the capacity of the pupil, the meaning should be pretty fully developed and pronunciation of all new words taught. Reproduction or oral reading will test the fullness and accuracy of the comprehension of the thought. The reciting should at all times bring out the thought clearly.

These gem selections carefully and thoroughly taught, and frequently repeated or recalled, not only fill the mind with the best thoughts of the world's highest thinkers, but become strong, beautiful, perpetual elements in the unconscious development of language power.

Description.

Pure description may be introduced too early. At first it should grow out of the answers to definite questions asked by the teacher. The answers may some times be combined to form a connected description.

Reproducing descriptions of persons, places and things vividly pictured in reading lessons gives excellent training in descriptive language.

Another very interesting and helpful exercise in description is to allow one pupil to describe, without definitely naming, some person, place, or thing more or less familiar to the whole class. The other members of the class quietly raise hands as soon as they think they recognize who or what is being described. The powers of both the describer and listeners can be fairly measured by the readiness with which the originals are identified.

Locations and Directions.

Good exercises in clearness and precision may be made by requiring pupils to tell the exact location of the bell

on the table, a picture on the wall, a tree in the playground, etc., or by requiring unmistakable directions to the post office, a church, some pupil's home, a near town.

Object Lessons.

Some simple natural science subjects have been suggested in the lesson notes. These are intended to give training in scrutinizing observation. It should seldom be necessary to tell anything in these lessons. What the pupils cannot answer to-day may well be left for tomorrow, and what they cannot answer this week will likely be a fresh, warm, lively question next week.

Incorrect Forms or Syntax.

In accordance with the rules suggested before no incorrect forms or syntax have been given. Every teacher, from the Kindergartener to the College President gets far too many of these. If a teacher will persistently correct all errors heard and seen nothing better can be done.

Elliptical Exercises.

To give special training in the correct use of words frequently misused, a number of elliptical exercises have been suggested in the Lesson Notes. These may well be reviewed from time to time, and any teacher can add to the exercises. Care should be taken, however, to choose or compose sentences in which errors would be likely to occur. There are many cases for instance, in which the most careless speakers would not use *were* for *was* or vice versa.

Writing and Re-writing Essays and Stories.

When pupils have gained considerable power and facility in composition, and have had some practice in

criticising the mechanical parts of expression, as well as the syntax and rhetoric, they should be led to persistent efforts to improve their own work by writing their essays again and again before submitting them to the teacher for examination and criticism. After receiving the teacher's suggestions, they should then try again, one, two or even three times. In this way a pupil works constantly at the zenith of his power. He has the satisfaction of seeing his first weak, unpleasing production growing under his own effort into a thing of strength and beauty. The rules for punctuating and the laws of syntax become living principles when he finds them absolutely necessary to the clear and complete expression of his own thoughts. Having written a few exercises in this way, learned what can be done by persistent, careful effort, realized the pleasure of producing their "*very best work*," pupils will not want to hand in indifferent work; and only indifferent teachers need suffer the infliction. The testimony of all who have really learned to compose is that one short essay, on a familiar topic, produced in this way, educates more than a score of the usual school compositions.

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SYLLABUS.

FIRST YEAR—PART I. CLASS.

1. Abundant practice in expressing real thought as it is evoked in the regular subjects of study.
2. Persistent correction of all false idioms, whenever used.
3. Careful correction of all errors in pronunciation, with special practice on words frequently mispronounced.
4. Training out of wrong habits of articulation and enunciation, whether the result of imperfect vocal action, careless habits of speaking, wrong patterns at home, or other cause.
5. Slow pronunciation for vocal and phonic drill.
6. Descriptive sentences about objects presented for study. Systematic questions should be asked.
7. Observation, imagination and expression lessons on some carefully selected pictures.
8. Short descriptions of actions.
9. Copying with care, aiming at perfect accuracy words and sentences taught in reading.
10. Short *written* statements about things studied.
11. The use of the period and of the question mark.
12. The use of capital letters to begin sentences, proper nouns, and for the pronoun I.

13. Reproduction of suitable stories.

14. Memorizing and reciting appropriate stories.

NOTE.—These written exercises, Nos. 9, 10, 11 and 12, assume the possession of considerable facility in using the pencil. The judicious teacher will know when to introduce them, but they need not conflict with the plan of teaching writing through the elemental principles and a gradation of the letters.

Subjects for Talks.

The best are those connected with the regular school-lessons; if these are not interesting something is wrong. Only such subjects as it is desirable to lead the children to study should be chosen:

The horse,	Our cat,	The cow,	Fur,
Stones,	An orange,	The sheep,	Feathers,
Pets,	Holidays,	Wood,	Glass,
Rain,	The sun,	Grass,	A kind boy,
Snow,	The moon,	A plant,	Buds,
Frost,	The stove,	Christmas,	Leaves,
Winter games,	A frog,	Easter,	Sap,
My dog,	A bee,	Fruits,	Bark,
My bird,	A flower,	My doll,	Manners,
An apple,	Our house,	Grandmother,	Planting flowers,

SECOND YEAR—PART II. CLASS.

1. All the suggestions for the *First Year* apply to the *Second Year*.

2. Simple oral and written descriptions of objects studied. These should be (a) Simple statements elicited by systematic questions (b) Connected reproduction of the thoughts developed.

3. Writing proper names, the word "I" and such abbreviations as Mr., Mrs., Mon., Tues., Jan., Feb., St., and initials.

4. How to use: *to*, *too*, and *two*; *is* and *are*; *was* and *were*; *a* and *an*; *there* and *their*.

5. Oral reproduction of a part or even the whole of a short story read in class.

6. Oral reproduction of short stories told by the teacher or by a classmate.

7. Descriptions of scenes pictured in reading lessons.

NOTE.—Train pupils to confine themselves to definite topics.

THIRD YEAR.—SECOND CLASS.

1. Constant application of the knowledge and skill gained in preceding grades.

2. All the ordinary uses of capitals. The rules should be developed by induction.

3. Writing undivided quotations.

4. The use of the apostrophe in common contractions and in nouns in the possessive case.

5. Dictation exercises to give practice in the correct use of capital letters and common punctuation marks.

6. Oral and written reproduction of stories.

7. Original stories suggested by pictures or by story skeletons.

8. Exercises to teach the correct use of *is* and *are*;

was and were ; a and an ; have and has ; did and done ; saw and seen ; broke and broken.

9. Short letters, giving special attention to approved method of writing and arranging heading, salutation, body, subscription and signature.

10. Careful study and memorization of gems of poetry and prose.

NOTE.—Nos. 5, 6, and 7 should lead to a knowledge of practical paragraphing.

Subjects for Lessons.

My Mother,
My Father,
My Uncle,
My Teacher,

The Postmaster,
The Farmer,
The Merchant,
My Seat Mate,

About Mary,
The Sailor,
The Mason,
The Carpenter.

What I Saw in the Country,
A Visit I made,
What I would like for Breakfast,
My Ride in the Cars,
My Ride in the Steamboat,
Our Picnic,
A Dream,
Taking care of the Baby,
Animals I have Seen,
Why Some are Unhappy,
The Singing Hour,
A Queer Man,
A Band of Musicians,
How to be Helpful,

How to make People Happy,
Taking Care of Flowers,
What I would do with five Dollars
A Polite Boy,
A Coward,
Gathering Nuts,
The Kinds of Fruit I Like,
How Animals are Dressed,
Where and When to Get Wild
Flowers,
The Good Done by Birds.
Where the Streams Come From,
A Picnic Party,
A Story I Read.

FOURTH YEAR.—THIRD CLASS, JUNIOR.

Three years' careful, skilful, systematic training in language should form correct habits and develop considerable power in both speaking and writing. It is perhaps not too much to expect :

- (a) Plain, rapid writing.
- (b) Perfectly correct spelling, punctuation, syllabication, and capitalization in the pupil's composition.
- (c) Correct use of all common idioms.
- (d) Considerable power and freedom in thought expression.

If these habits are well formed it will require only careful, continual practice to fix them permanently and to increase the language power to the highest degree of efficiency.

1. Exercises of previous grades to be continued if needed.
2. Careful written reproduction of a part or the whole of nearly every lesson studied that supplies a series of connected ideas.
3. Short written examinations. Pupils to be allowed the use of a dictionary, and taught how to use it.
4. Correct idea of a statement, a question, a command.
5. The two parts of a statement. The terms subject and predicate may be used.
6. The function of the noun ; proper and common ; singular and plural.

7. How to write the different forms of the possessive nouns, singular and plural.

8. The function of adjectives.

9. The function of pronouns.

10. The function of verbs.

11. The function of adverbs.

12. The subject nominative and the forms of the verb that agree with it.

13. Letter writing continued. Correct form. Paragraphing.

NOTE.—As a rule the grammar should be taught inductively in connection with the reading and literature; but to do this the teacher must have sufficient knowledge, skill, energy and patience to draw from the pupils or supply numerous supplemental examples for the purpose of comparison and contrast so that function, relation, or law may be clearly discovered. The teacher who cannot or will not do this should have a set of carefully prepared sentences and exercises ready for each grammar lesson.

No definitions should be *given*, and it is not desirable that pupils should *memorize* their own during this year.

Text-books on grammar in the hands of young children are worse than useless.

FIFTH YEAR—THIRD CLASS, SENIOR.

1. Continued application of the principles taught in preceding grades.

2. Much careful, original writing, especially in the reproduction of matter studied in regular subjects, literature, history, geography, science, etc., etc.

3. Short written examinations. Return for correction all papers containing mistakes in rhetoric, syntax, spelling, capitalization or ordinary punctuation. At this stage pupils should be able to correct nearly all of their own errors. Marginal check marks such as *r, g, s, cp, p* may be used. *Accept no careless work.*
4. Paragraphing. To be studied in literature and applied in composition.
5. The function of adjective and adverbial phrases.
6. The simpler cases of nouns and pronouns.
7. Easy analysis of portions of reading lessons made incidental to the study of literature for the purpose of making the meaning clearer, and leading to observation of the functions and relations of words and phrases.
8. The correct use of *may* and *can*; *stop* and *stay*; *rise* and *raise*; *fall* and *fell*.
9. Business Letters.
10. Business Forms, as, Promissory Note, Receipt, Order.

SIXTH YEAR.—FOURTH CLASS, JUNIOR.

1. Continuation and extension of all the work of the Fifth Year.
2. Sentences and clauses. Their kind and relation.
3. Gender of nouns.
4. Personal pronouns. Gender and number forms.

5. Regular and Irregular verb forms.
 6. Simple tenses of verbs.
 7. Principal parts of common verbs. The teaching of these should be accompanied by much practice in the correct use of the past tenses and past participles of such verbs in sentences.
 8. Careful study of *shall* and *will* ; *should* and *would* ; *ought* and *should* ; *like* and *love* ; *teach* and *learn*.
 9. Business correspondence.
 10. Original stories and essays.
 11. Memorizing choice selected passages, to be repeated often.
-

SEVENTH YEAR.—FOURTH CLASS, SENIOR.

1. Continued application of the principles developed in preceding grades.
2. Completion of the teaching of the functions of the different parts of speech and of their relation in sentences.
3. The Verbs, including Participles and Infinitives should receive special attention now.
4. Relative and Interrogative Pronouns.
5. Correct use of *who*, *which* and *that*.
6. The careful writing of reports of original investigations in subjects interesting to the pupils.
7. Original stories.

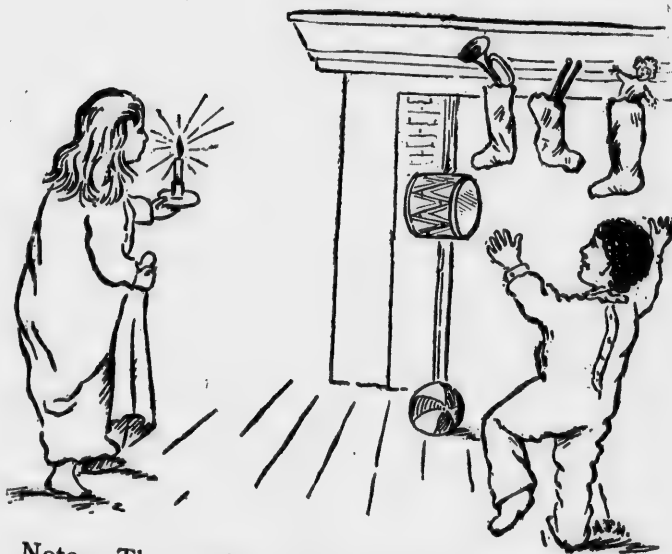
8. Memorizing choice selections of prose and poetry.
 9. Letter-writing above criticism as to form.
 10. Debates.
-

and poetry.
m.

SUGGESTIVE LESSON NOTES.

It is hoped that no teacher will make the mistake of supposing these notes are intended to embrace a complete, systematic course of lessons in language. An effort has been made in the preceding pages to make clear and impressive the fact that such a course can grow only out of a complete course of thought culture in connection with the study of other subjects. The *Lesson Notes* are therefore presented simply as a series of suggestions and aids to busy teachers. They are meant to direct attention to some essentials in language training often neglected or slighted. The judicious, skilful teacher, will not think of taking the lessons consecutively or limiting herself to the suggestions made. She will select what her class most requires, vary and extend indefinitely and produce numberless similar exercises from these brief suggestions. Real success depends in a large measure upon our power of adapting the ideas of others to our own particular needs.

LESSON I.



Note.—The teacher should copy this outline sketch upon the blackboard and direct observation, imagination and reason of pupils by such questions as:

1. What day of the year is suggested by this picture?
2. What time of day is it?
3. Why are the children up so early?
4. How old are the children?
5. Which child is more excited? Why?
6. Have they many presents? Why do you think so?
7. Name some of the things you can see and tell which child they are for.
8. Name some other things you think are in the stockings.

9. Where are the stockings hanging?
10. Why do children usually hang their stockings by the chimney on Christmas Eve?
11. What sort of home have these children?
12. Does this represent a Christmas of the present time or of several years ago? How can you tell?

Exercises:

Tell the whole story suggested by this picture.

Tell what these children did to make others happy on Christmas day.

Tell about your last Christmas; (a) Where you spent it, (b) Who were there, (c) What you gave to others, (d) What you received, (e) How you spent the day, (f) What you enjoyed most.

Memory Gems.

Little things
On little wings
Bear little souls to heaven

If fortune, with a smiling face,
Strew roses in our way,
When shall we stoop to pick them up?
To-day, my friend, to-day.
If those who've wronged us own their faults,
And kindly pity pray,
When shall we listen and forgive?
To-day, my friend, to-day.

LESSON II.

HOW TO USE "A" AND "AN."

Copy the following sentences, putting *a* or *an* in the blanks :—

1. I have—apple.
2. I have—red apple.
3. John has—horse.
4. James had—old horse.
5. This is—orange.
6. That is—lemon.
7. Have you—uncle or—aunt ?
8. No, but I have—cousin and—brother.
9. Has Jennie—pen or—book ?
10. Yes, and she has—ink-stand.

Before what kind of letters is *an* used ?

Where is *a* used ?

Compose ten sentences of your own, and see if your rule is true for them.

Memorize :—Use *a* before words that begin with a consonant, and *an* before those beginning with a vowel or a vowel sound.

Memory Gem.

Don't rob the birds of their eggs, boys,
It is cruel and heartless and wrong ;
But remember, by breaking an egg, boys,
We may lose a bird with a song.

Tell these thoughts in your own words.

LESSON III.

HOW TO WRITE "I."

Lead the pupils to use such sentences as:—

I am eight years old.

Next year I shall be nine.

Write these correctly upon the board. For whose name does this word "I" stand?

What kind of letter is used for it?

Pupils write full answers to such questions as:—

1. Where do you live?
2. What do you study?
3. What do you like to do?
4. How many brothers or sisters have you?
5. Who is taller than you?
6. Who is younger than you?
7. What will you do in the holidays if you can?
8. What little word can you use instead of your name when speaking of yourself and how should it be written?

Memory Gem.

Do thy best always,—do it now—

For in the present time

As in the furrows of a plough,

Fall seeds of good or crime,

The sun and rain will ripen fast,

Each seed that thou hast sown,

And every act and word at last

By its own fruit be known.

LESSON IV.

HOW TO WRITE NAMES OF PERSONS AND PLACES.

Draw from class and write correctly upon the board such sentences as :—

1. The name of the boy is Charles Reade.
2. He lives in Kingston, Ontario, Canada.
3. His home is on King Street.

Develop the distinction between the proper (special) and the common (general) names. With what kind of letter does each of these proper names begin?

Pupils write the names of six persons and of six places and put them all into six or fewer sentences.

LESSON V.

Change the following sentences so as to make each speak of more than one and write them correctly :—

1. The dog runs.
2. The boy plays.
3. The girl sings.
4. A good boy obeys.
5. The old clock ticks and strikes.
6. The boy or girl was to blame.
7. This horse runs well.
8. That pen is smooth.
9. A new chair was broken to-day.
10. The box has no lid.

How do you change these names to make them mean more than one?

When you make the name of things about which you are telling mean more than one have you to change any other words?

LESSON VI.

Change the following statements so as to make each tell of only one :—

1. The horses trot.
2. The birds sing sweetly.
3. The books are on the table.
4. The girls learn music.
5. My rabbits are white and black.
6. These flowers bloom early.
7. Those apples are sweet.
8. Our horses are fat and sleek.
9. Your books have been torn and soiled.
10. Their faces look happy.

LESSON VII.

A LETTER.

Take a letter received in the regular way, unopened.

1. What do we call this ?
2. Do you see the real letter ?
3. What is the name of the part you see ?
4. Tell all you can about the letter from examining the envelope. The use of each part of the address. Where the letter was mailed and when. When it reached your office. How much it cost to send it.
5. Why is the stamp blotted ?
6. Of what use is the envelope ?

7. How is the best way to open the letter?
8. How can we tell where and when the letter was written?
9. By whom was it written?
10. Name the parts of the real letter, and tell the use of each.

LESSON VIII.

REPRODUCTION STORIES.

(See Page 14).

Gertie and Anna have a new picture book. It is not a handsome one that was bought at a book store. The little girls made it themselves. They cut nice pictures from papers and pasted them neatly in a scrap-book. When it is quite full they mean to give it to a poor little lame girl who has no toys. I know she will have a good time looking over the pictures, and will thank the kind little girls who made the book.

Blind Louis has no father and mother, and every day he goes up and down the street with his little violin. He stops at all the fishermen's houses and plays a tune. His favorite tune is "Home, Sweet Home," and money is always given him when he plays that tune. Everybody in the village feels sorry for him. The people take turns in keeping him over night, and when he has new clothes all help to pay for them. His little dog Pip leads him, and he and Pip are great friends. When Pip smells cake he says, "Sniff," "Sniff."

Memory Gem.

Truth is the source of every good to gods and men. He who expects to be blessed and fortunate in this world should be a partaker of it from the earliest moment of his life.

—Plato.

LESSON IX.



Place copy of drawing upon black-board.

1. Name these children.
 2. How old is each?
 3. How are they related?
 4. What has the little girl in her hand?
 5. What has she upon the floor?
 6. What kind of book is it?
 7. What is in the cup?
 8. What is the little girl doing?
 9. Is it work or play to her?
 10. Does she like to do it? Why?
 11. What is the baby doing?
 12. What will he be likely to do in a minute or two?
 13. How will the little girl treat him?
- Tell the whole story suggested by the picture.

etter?
the letter was

and tell the use

ook. It is not
ok store. The
nice pictures
a scrap-book.
to a poor little
ll have a good
ank the kind

and every day
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s a tune. His
and money is
Everybody
people take
n he has new
ttle dog Pip
ends. When

men. He who
ould be a par-
—Plato.

LESSON X.

LETTER WRITING (See page 16.)

Brantford, May 16, 1891.

My Dear Jennie:

A few of your old friends intend having a private picnic at Woodlawn on the afternoon of May 25 and hope you will again join us.

If you can come down on Saturday you will double the pleasure of

Your loving friend,

Minnie M. Mason.

Miss Jennie L. Wilson,
Paris, Ont.

REPLY.

Paris, May 18, 1891.

Dear Friend, Minnie:

Your welcome note arrived this morning, and I hasten to accept the very kind invitation to join your party to Woodlawn on Monday the 25th.

As mother dislikes staying alone I cannot leave before that day.

With many thanks and kind regards to friends, I remain,

Sincerely yours,

Jennie L. Wilson,

Miss Minnie M. Mason.

Brantford, Ont.

LESSON XI.

Write in a good, short way something that will mean just the same as :

1. A man of wealth.
2. A rod made of iron.
3. A child who has neither father nor mother.
4. A man born in Canada.
5. A woman whose husband is dead.
6. A boy who is always cheerful.
7. Light that comes from the sun.
8. A hill covered with grass.
9. A man who works a farm.
10. A road that is well shaded.

LESSON XII.

Write the following sentences correctly, filling the blanks with the right words from the same line.

1. You cannot buy much—for a—(cent, scent).
2. One can—a long way at—(see, sea).
3. As you pass—the office—a paper (buy, by).
4. —dollars is—much—spend at once (to, too, two).
5. I— —reason you should not—that (no, know).
6. Come—and I can—you (hear, here).
7. Be sure to—your sentences— (write, right).
8. We—along the—and then—across the river (road, rode, rowed).
9. Have you the—book—? (red, read).
10. — boys got the wrong — (some, sum).

LESSON XIII.

THE USE OF "THERE," "THEIR," AND "THEY'RE."

Part I.

Draw from the pupils the right meaning of each of these words then require them to put the proper word in such sentences as:—

1. Have the boys lost—books?
2. No, they left them—.
3. —are—hats and coats.
4. The girls say—not going—.
5. Shall I meet you—?
6. —too poor to keep—son—.
7. —staying—still with—father.
8. — —coming with—dogs.

Part II.

Have pupils compose and write six sentences in which each of these words is used at least twice.

LESSON XIV.

REPRODUCTION STORY.

It was a rainy day, and all of the children had to stay in the house. Susie wanted to gather her flower seeds; Ned had planned to go fishing; and Johnnie wanted to set up a wind-mill he had made. Before night all had become cross and peevish. Ned took a small box and cut a hole in the top just large enough to let a cent through. He said, any one that spoke a cross word would have to drop a penny in the box. That night they found seventeen cents in the box. They gave the money to a poor little boy who was called "Lame Jimmy."

LESSON XV.

HOW TO USE "IS" AND "ARE."

Fill the blanks in the following sentences with *is* or *are*:

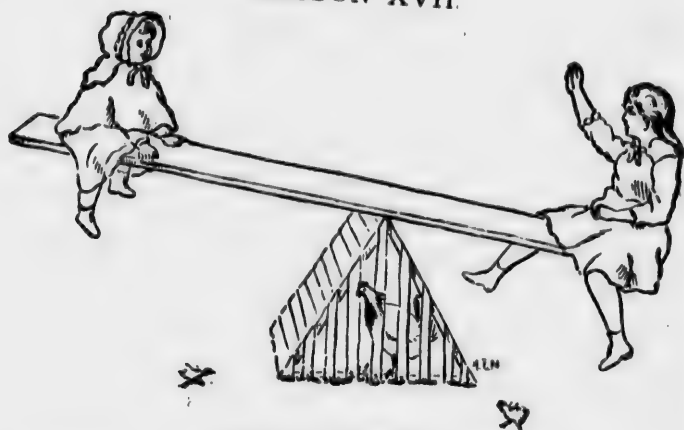
1. There—no water in the well.
2. Where—the horses and sheep?
3. They—in the meadow.
4. — the hens in the garden?
5. One—, the others—in the barn-yard.
6. Where—your sisters? All but one—at home.
7. Which of these hats—yours? Both—mine.
8. — there any bread or meat? There—neither.
9. Here—a basket of good apples.
10. How many—there?
11. — all the scholars in? A few—not in yet.
12. What kind of flower—this?
13. — there any letters this morning?
14. There—but one.
15. How long—these sticks?

LESSON XVI.

REPRODUCTION STORY.

Dannie heard his mamma say that she would not be able to buy a turkey for Thanksgiving, for she did not have the money. He took out his bank and shook out the ten cents he had been so long collecting, and as he went down the street he whispered to himself, "I think we *can* have a turkey as well as other folks." "Please, sir, I want a turkey," said the child, pushing his way into a busy market. No one paid any attention to him. He went to several places, but no one would sell him a turkey for ten cents. He went home crying, and the first thing he saw was a turkey on the table. "Mamma, did God bring it?" "He told some kind ladies to bring it," said his mamma. So Dannie had his turkey after all.

LESSON XVII.



PICTURE LESSON.

1. Suggest names for these girls.
2. Tell how old each is and where they are.
3. What are they doing?
4. Who do you think put up the plank for them?
5. Who is enjoying the fun most? How can you tell?
6. Why does the little girl hold on so tightly?
7. Is there any danger of the plank breaking?
8. Why has the smaller girl the longer part of the plank?

Describe each girl as you can imagine her, telling her size, age, the color of her hair and eyes, how she is dressed, what kind of girl she is.

Tell the whole story in about 100 words.

Memory Gems.

He is the free-man whom the truth makes free,
And all are slaves besides.

—Cowper.

LESSON XVIII.

HOW TO USE "WAS" AND "WERE."

Fill the blanks in the following sentences with *was* or *were* as the sense requires:—

1. Where—you yesterday? I—at home.
2. —you not out all day?
3. No, I—ill.
4. —the doctor called?
5. Yes, but there—no need of one.
6. There—five robins in the tree. One—an old bird and the others—young.
7. May and Will—at the picnic.
8. James—with them, I think.
9. Where—my cane and gloves? Your gloves—in the bureau and your cane—in the hall.
10. I did not know you—coming.
11. Who—the girls with you?
12. One—Jennie June, the others—May and Ethel Brown.
13. I wish I—a man.
14. If I—you I would study hard.
15. Oh, that I—at home!

Memory Gem.

This above all,
 To thine own self be true,
 And it must follow, as the night the day,
 Thou canst not then be false to any man,
 —Shakespeare.



LESSON XIX.

REPRODUCTION STORY.

A cat heard there were some birds lying sick in a house near by. He dressed himself like a doctor, took his medicine-case and his cane and was soon knocking at the door of the bird-house. "Good-morning, madam, I heard there were some sick birds here and I thought I would call." "No, thank you," said the mother-bird, "we are all quite well, and shall keep well if you do not trouble us."

LESSON XX.

Describe your school telling in the best way you can :—

1. Where it is situated.
2. Of what it is made.
3. How many rooms.
4. How furnished.
5. How warmed.
6. How decorated.
7. The kind of play-grounds.
8. How many pupils.
9. How many teachers.
10. What you study.

LESSON XXI.

Write as many statements as you can telling what you can do to help father or mother.

Memory Gem.

Truth crushed to earth shall rise again ;
 The eternal years of God are hers ;
 But Error, wounded, writhes in pain,
 And dies among his worshipers.

—Bryant.

LESSON XXII.

Write a note to your mother for your teacher asking her if she will kindly lend the school some flowers for *Reception Day*.

LESSON XXIII.

Write six questions beginning with "*Were there*." Then re-write them correctly using "*Was there*" instead.

LESSON XXIV.

Write three statements to describe some one in your class, without giving his name, and let the others judge who is described.

LESSON XXV.

Write the following words in a column, and beside each write a word of opposite meaning :—

joyous,	miserable,	delicate,
gloomy,	lazy,	amiable,
wisely,	clearly,	well,
neatly,	careful,	prettiest.

Memory Gem.

Beautiful faces are they that wear
The light of a pleasant spirit there ;
It matters little if dark or fair.

Beautiful hands are they that do
Deeds which are noble good and true ;
Busy with them the long day through.

LESSON XXVI.

Write, in order, the names of the days of the week beginning with the first.

With what do you begin each of these names?

LESSON XXVII.

Write seven statements telling one thing you did each day last week.

LESSON XXVIII.

Write the short forms we use for the names of the days of the week.

With what does each of these begin? With what does it end?

LESSON XXIX.

REPRODUCTION STORY.

Bert was a poor little newsboy. He wore ragged clothes, and very often went hungry. One day he sold some papers to a gentleman, who hurried on down the street. Bert looked at the money, and saw that he had given him a dime instead of a three-cent piece. So he ran after him and told him of his mistake. The man said, "You are an honest boy. Keep the money, and here is a dollar for you. I wish all boys were as honest."

Memory Gem.

If you've tried and have not won,
 Never stop for crying;
 All that's great and good is done
 Just by patient trying.

LESSON XXX.

Write good full answers to the following questions :—

1. What is your name ?
2. How old are you ?
3. Where do you live ?
4. To what school do you go ?
5. In what class are you ?
6. What do you study ?
7. Do you like to come to school or not ?

Give as many reasons as you can.

LESSON XXXI.

Write these sentences correctly so as to speak of more than one in each part :—

- | | |
|------------------------------|----------------------------|
| 1. The cow has a calf. | 6. I saw him. |
| 2. That man is a negro. | 7. He meets me daily. |
| 3. This girl will be a lady. | 8. The baby has a cookie. |
| 4. The cat has a mouse. | 9. This loaf cost a penny. |
| 5. That flower is a lily. | 10. She is my cousin. |

Memory Gem.

"He prayeth well who loveth well
Both man; and bird, and beast.
He prayeth best who loveth best
All things, both great and small ;
For the dear God who loveth us,
He made and loveth all."

—Coleridge.

LESSON XXXII.

Make a story about "Our Dog," telling

1. The size.
2. The color.
3. The name.
4. What use he is.
5. Whether you like him and why.
6. Whether he likes you and how you know.
7. The funniest thing he ever did.

LESSON XXXIII.

Make statements using the following words correctly:—

- | | |
|----------------------|-----------------|
| 1. pair, pear, pare. | 6. mein, mean. |
| 2. fair, fare. | 7. wood, would. |
| 3. hair, hare. | 8. herd, heard. |
| 4. tear, tare. | 9. pale, pail. |
| 5. meet, meat. | 10. ball, bawl. |

Memory Gem.

Build a little fence of trust
 Around to-day ;
 Fill the space with loving work,
 And therein stay.
 Look not through the sheltering bars
 Upon to-morrow :
 God will help thee bear what comes
 Of joy or sorrow.

—Mrs. M. F. Butts.

LESSON XXXIV.



1. Whom do you see in this picture?
2. What has one girl in her hand?
3. What do you think is in the bowl upon the floor?
4. What is the girl doing with the pipe?
5. Has the other girl ever seen bubbles blown before?
6. What does she think about it?
7. Tell what you think she will say when she sees the largest bubbles?
8. What becomes of the bubbles?
9. What colors can be seen in a soap-bubble?
10. How thick are the bubbles?
11. What is inside them?

Exercises :

Tell the whole story suggested by this picture.

Tell of the fun you and some of your friends have had blowing bubbles.

LESSON XXXV.

HOW TO WRITE ABBREVIATIONS.

Lead the pupils to use such terms as : Mister, Doctor, Street, etc. Write them upon the board and opposite each write the proper abbreviation, obtained from the class if possible.

What do we call these short forms of words? How are abbreviations written? Write correctly the abbreviations for :—

- | | |
|------------------|---------------------------|
| 1. For example. | 10. Take notice. |
| 2. And the rest. | 11. Postmaster. |
| 3. Honorable. | 12. Member of Parliament. |
| 4. That is. | 13. Secretary. |
| 5. This month. | 14. Senior. |
| 6. Last month. | 15. Superintendent. |
| 7. Next month. | 16. Treasurer. |
| 8. Junior. | 17. Namely. |
| 9. Gentlemen. | |

LESSON XXXVI.

REPRODUCTION STORY.

One morning William Cullen Bryant sat in his office, unable to work in his usual way. "I cannot get along this morning," he said.

"Why not?" some one inquired.

"Because," he replied, "I did wrong this morning. While I was on my way to the office a little boy who was flying his kite passed me. The string broke and fell across my face, and I broke it. The lad lost his kite, but I did not pay him for it. It was wrong. I should have paid him for it."

LESSON XXXVII.

In writing the following sentences change "*that*" to *those*, and make any other necessary changes :—

1. That knife has two blades.
2. That loaf is stale.
3. That lady is a good wife.
4. Who gave you that potato?
5. There is that mouse again.
6. That church was built by a German.
7. That box does not hold enough.
8. That is a heavy axe.

Similarly change "*this*" to *these* in the following, and make the rest of the sentence agree :—

1. This knife does not pare this potato well.
2. This tooth aches nightly.
3. This sheep is well shorn.
4. Where did you get this goose?
5. My horse is lame, this hoof is broken.
6. Can you carry this sheaf?
7. Who built this arch over this bridge?
8. This stick is too long and that too short.

Memory Gem.

Little moments make an hour;
 Little thoughts, a book;
 Little seeds, a tree or flower;
 Water drops, a brook;
 Little deeds of faith and love
 Make a home for you above.

LESSON XXXVIII.

REPRODUCTION STORY.

A little boy found some nuts at the bottom of a jar having a small neck. He reached in and took up a handful, but could not draw his hand out. After trying many times, and bruising his hand on the neck of the jar, he let go half the nuts, and took out his hand easily. "I see," he said to his father, who had been watching him, "how foolish it is to be greedy."

LESSON XXXIX.

COMPARISON OF A DOG AND A CAT.

1. Size, height, length.
2. Shape of head, of body, of tail.
3. Which is the stronger? The quicker?
4. Which has the longer, sharper claws? Why?
5. Do they catch rats in the same way?
6. What is the difference in their hair?
7. Name some animals like dogs and some like cats.

A little blind boy has a cat and a dog of about the same size. They are very fond of him and often run to meet him. How can he know which one is coming to him? Why are their feet so differently made?

Memory Gem.

A little child may have a loving heart,
Most dear and sweet
And willing feet.

A little child may have a ready hand,
Full of kind deeds
For many needs.

LESSON XL.

REPRODUCTION STORY.

John came whistling down the street. He was going to apply for a position in a store, and he felt quite sure he would get it, for he had the best of references in his pocket for willingness to work and honesty. But he was a great tease, and amused himself in teasing every one he could as he passed along. He called at the store and presented his references. "These do very well," said the gentleman, "but your other references will not answer." John looked so surprised that Mr. Mercer exclaimed: "On your way here you teased two little children, you hit a dog with a switch as he passed, you threw a stone at a bird, and pinched a cat. I do not care for your services." What John had called "fun" made him lose the position.

Memory Gems.

The oak-tree boughs once touched the grass ;
 But every year they grew
 A little farther from the ground,
 And nearer to the blue.
 So live that you each year may be,
 While time glides swiftly by,
 A little farther from the earth,
 And nearer to the sky.

I count this thing to be grandly true ;
 That a noble deed is a step toward God,—
 Lifting the soul from the common clod
 To a purer air and a broader view.

—J. G. Holland.

Habit is a cable; we weave a thread for it each day, and it becomes so strong we cannot break it.—Mann.

LESSON XLI.



1. Who is this boy? How old is he?
2. Where is he?
3. What is he doing?
4. What is he drawing?
5. Does he like to draw on the blackboard? Why?
6. Has he been trying to do his best?

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7. How could his drawing be improved ?
 8. Why do you think he tried to draw a man.
 9. How came he to be alone in the school-room ?
 10. What will the teacher say to him when she sees what he has done ?
 11. What would you have drawn had you been there ?
- Tell the whole story of this boy in about 100 words.

REPRODUCTION STORY.

When Rosa Bonheur was a very young girl, she helped to support the family by copying pictures from the old masters. She was paid very little for a picture, but she worked so fast that she earned quite a good deal of money. One day she happened to paint a goat, and was so pleased with her work that she determined to make animal painting a specialty. She had no money to pay for models, so she took long walks to farms, where she worked all day, forgetting to eat the scanty lunch she carried in her pocket. At nineteen she sent her first picture to the art exhibition, and the critics praised it very kindly. She soon became famous, and before long the family had plenty of money.

Name some of Rosa Bonheur's famous pictures.
Mention another famous animal painter.

Memory Gems.

We rise by the things that are under feet ;
By what we have mastered of good and gain ;
By the pride deposed and passion slain,
And the vanquished ills that we hourly meet.

—J. G. Holland.

We should never trouble others to do for us what we can do for ourselves.

LESSON XLII.

Compare a horse and a cow, with regard to the following :—

1. Size, height, length, weight.
2. Length of legs, length of head and neck, size of body.
3. Shape of feet, number of toes.
4. Why should horses have longer legs than cows?
Why longer necks?
5. Why should horses have smaller bodies than cows?
6. Why is a cow's foot divided and a horse's not?
7. Do these animals lie down and get up in the same way? If not, why not?

LESSON XLIII.

REPRODUCTION STORY.

Charles Reade, the novelist, was passionately fond of dumb animals. He had a dog which would jump on his table a half dozen times each day, hold out his paw, and wait till his master went through the usual formula: "How do you do, sir? You must excuse me to-day, as I am very busy." After this the dog would jump down and walk away.

Memory Gem.

But pleasures are like poppies spread,
You seize the flower, its bloom is shed;
Or like the snow-fall in the river,
A moment white—then melts forever.

—Robert Burns.

LESSON XLIV.

A STREAM.

1. Where does this water come from ?
2. Does anyone know what the stream is like a mile farther up ?
3. Two miles ? Four miles ?
4. How many have seen a spring rising from the ground ?
5. What makes the stream get larger as it goes farther on ?
6. Where does the water finally go ?
7. Of what use are streams ?
8. Why are some streams larger than others ?
9. When is the water in a stream muddy ?
10. Why do some streams go dry in summer ?

LESSON XLV.

REPRODUCTION STORY.

One boy is named Johnny, and one Rob. They live next door to each other, and each one does the chores night and morning. Johnny puts his work off as long as he can, and then he grumbles all the time he is getting the coal and feeding the chickens. Rob whistles about his work, does it neatly, and then has time to play before school. I wonder how many boys are like Rob, and how many like Johnny ?

Memory Gem.

Truth has such a face and such a mien.
As to be loved needs only to be seen.—*Dryden.*

LESSON XLVI.

STUDY OF A CUBE.

1. How many sides or faces has a cube?
2. What is the shape of each face?
3. How many angles has each square?
4. What kind of angles are they?
5. How many right angles are there altogether?
6. How many corners has the cube?
7. How many edges?
8. How can you find the area of one face of the cube?
Of all the faces?
9. How can you find the volume of the cube?
10. What objects have you seen in the form of a cube?
11. How many inch cubes in a two inch cube? In a
three inch cube? In a five inch cube?
12. How many half inch cubes in an inch cube?
13. How many quarter inch cubes in an inch cube?

Memory Gems.

Get but the truth once uttered, and 'tis like
A star new-born, that drops into its place,
And which, once circling, in its placid round,
Not all the tumult of the earth can shake.

—James Russell Lowell.

There is a perennial nobleness and even sacredness in work.
Were he never so benighted, forgetful of his high calling, there is
always hope of a man that actually and earnestly works ; in idleness
alone is there perpetual despair.—*Carlyle.*

LESSON XLVII.

REPRODUCTION STORY.

One day during the war of the Revolution, an officer who was not wearing his uniform passed some military works which were being prepared by a small number of soldiers. The leader of the party stood merely looking on, though the men needed more assistance. The officer turned to the leader, asking him why he did not help his men. "Sir, I am a corporal," said the young man, very pompously. The officer raised his hat and said, "I beg your pardon, Mr. Corporal." Then he threw off his coat and helped the men till the work was finished. When done, he said to the corporal, "Sir, when you have another job like this, and have not men enough to help you, send for George Washington, and he will come to your aid a second time." Then the poor corporal knew that the officer was his own commander-in-chief.

LESSON XLVIII.

A TALK ABOUT LEAVES.

Part I.

The teacher shows a variety of leaves and asks such questions as :—

1. On what do these grow ?
2. In what season do they appear ?
3. What are they called before they unfold ?
4. How long do they remain on the trees ?
5. Name any trees that keep their leaves all the year.
6. Is there any part of the world where the trees are always leafy ?

7. Tell something about the size of different leaves.
8. What are some of them shaped like?
9. What kind of edges have they?
10. What color are they?
11. Have you seen leaves of any other color?
12. When do the green leaves change?
13. What changes the color?

LESSON XLIX.

Part II.

1. Of what use are leaves to the tree?
2. Of what use to birds or other animals?
3. What kinds of leaves are used by us for food?
4. Can you mention any other uses to which you have seen leaves put?
5. What useful purpose is served by the dead leaves that fall upon the ground?
6. Name the parts of the leaf.
7. How could you tell which was the upper and which the under surface of the leaf?
8. What trees and plants do you know by their leaves?

Memory Gem.

"So should we live that every hour,
May die as dies the natural flower—
A self-reviving thing of power;
That every thought, and every deed,
May hold within itself a seed
Of future good and future need."

—*Milne.*

LESSON L.



Tell the story suggested by this picture using the following suggestive heads :—

1. The season of the year and the time of day.
2. The place.
3. The persons and their age and relation.
4. At home or visiting.
5. What they are doing.
6. Why they regard this as fun.

LESSON LI.

LESSON ON PLANTS.

If possible lead the class to distinguish plants from animals and from minerals. Then ask such questions as :—

1. Where do plants live?
2. Name some very large plants and some very small ones.
3. Observe and tell about the parts of a plant.
4. How long do plants live?
5. Name some that live only one year. Two years.
6. Have all plants leaves?
7. Do all plants flower?
8. Let pupils find some that do not.
9. Do all plants produce seeds.
10. Do plants grow well in cold weather? In dry places? In dark places?

Memory Gems.

Little children, you must seek
 Rather to be good than wise ;
 For the thoughts you do not speak
 Shine out in your cheeks and eyes.

—Alice Cary.

Oh, many a shaft at random sent,
 Finds mark, the archer little meant ;
 And many a word at random spoken
 May soothe, or wound, a heart that's broken.

—Scott.

LESSON LII.

REPRODUCTION STORY.

A king had grown tired of the many trials of skill and strength he saw, and said he, "I will have a test of good deeds, and see if that will set people to thinking in the right way." So a certain day was set for the trial, and the one that won the prize was to choose what he liked best. One by one the people were let in the king's palace to tell him what good thing they had done. Last of all came a little girl with her mother. "Well, little daughter," said the king, "what good deeds can you claim?" "I had no time to do good deeds, for my mother is so busy that I have to feed the chickens, pick up chips, sweep the porch, set the table, and play with the baby to keep him still; I wanted to try for the prize, but I had no time." The king told the little girl that the prize was hers, and she could have what she wanted. She chose a wagon for the baby to ride in. How many boys and girls are doing the good deeds that this little girl did?

LESSON LIII.

ROOTS.

1. Of what uses are roots to plants?
2. Why are some roots so very slender?
3. Why do some grow so thick?
4. Name some roots that can be used as food.
5. Some used for medicines.
6. Any used in other ways.
7. Name some roots that can be planted to produce new plants.

8. Name some plants of which the stem and roots live through the winter.
9. Some that live as bulbs.
10. Some that live only in the seeds.

NOTE.—The teacher should show different kinds of roots, develop their distinctions, and give their names.

LESSON LIV.

FLOWERS.

1. Tell fully what you like about flowers.
2. Where do they give most pleasure—in fields, woods and gardens, or in bouquets?
3. Name some of the flowers you like best.
4. Name some kinds of wild flowers, and tell where and when they may be found.
5. Why are these becoming so rare in many places?
6. At what times do flowers close up? Why?
7. Why are flowers made so beautiful in color and sweet in perfume?
8. What useful purposes may flowers serve?
9. How do insects and some birds use them?
10. Find some plants that do not flower.

Memory Gem.

"Time is hastening on, and we
What our fathers are shall be,—
Shadow-shapes of memory!
Joined to that vast multitude
Where the great are but the good."

—Whittier.

LESSON LV.

FRUIT AND SEEDS.

1. How does the fruit of a plant differ from the seed ?
Give examples.
2. In what different ways are seeds enclosed ? Give
examples of each way.
3. Why are the seeds so often enclosed in a hard shell ?
4. What other covering have some seeds.
5. Do you know of any plants that do not produce
seeds ?
6. In what ways are seeds of wild plants often
distributed.

Plant several grains of corn and of beans in a little moist earth. After two days dig up one of each every day and write down the changes you observe.

LESSON LVI.

REPRODUCTION STORY.

When Benjamin Franklin started into business for himself he practiced the most strict economy. One day a man who was also a printer and bookseller went into his shop and told Franklin that he intended to drive him out of the trade. "You cannot do that," said Franklin, "unless you can live on less than I do. That is what I eat," pointing to a black barley loaf, "and that," pointing to a glass of water, "is what I drink." Everybody knows the results of this economy of Benjamin Franklin.

Memory Gem.

Politeness is to do and say
The kindest thing in the kindest way.

LESSON LVII.

BUSINESS LETTER.

NOTE.—Place this letter upon the board and have pupils copy carefully, giving special attention to arrangement and punctuation.

*174 King St.,
Kingston, Ont., 23/12/1891.*

*Messrs. E. L. Kellogg & Co.,
25 Clinton Place,
New York.*

Gentlemen :

You will find enclosed one dollar for which kindly send me "Treasure Trove" for the year 1892.

My cousin in Toronto sent me two or three copies and I like it very much.

Yours Respectfully,

A. B. Cameron.

Memory Gem.

Do not look for wrong and evil—
You will find them if you do ;
As you measure for your neighbor
He will measure back to you.

Look for gladness, look for gladness.
You will meet them all the while ;
If you bring a smiling visage
To the glass, you meet a smile.

—Alice Cary.

LESSON LVIII.

June 1st, 1892, A. B. Cameron moves to 56 Sparks St., Ottawa. Write his letter to the publishers requesting the change of address. Be sure to give the old address.

LESSON LIX.

Write a letter to The Grip Publishing Company, 28 Front St. West, Toronto, Ont., enclosing two dollars, and ordering "Grip" for a year.

LESSON LX.

ABOUT ANIMALS.

Review the distinction between plants, animals and minerals.

1. Where do animals live?
2. Name some that live under ground. Under water.
In trees.
3. In what different ways can animals move about?
4. Name some that move very fast. Very slowly.
5. What animals have more than one way of moving?
6. How are animals clothed?
7. Can you show that their clothing is suited to the climate in which they live?
8. Can you show that the color of hair or feathers is often adapted to the way the animal lives?
9. Have all animals blood?
10. Is the blood in all animals of the same kind?
11. Do all animals breath air?

LESSON LXI.

REPRODUCTION STORY.

The Duke of Wellington was a very kind man. Once when out walking in his garden he saw a boy playing with a toad. "What are you doing?" he asked. "I am feeding my toad," said the boy. "My father is going to send me to school, and I am afraid my toad will die." "Go to school, my boy," said the duke, "and I will take care of your toad." He afterward wrote to the boy at school, to tell him that the toad was quite well.

LESSON LXII.

BIRDS.

1. Name all the wild birds you know.
2. How do you distinguish each of these from the others?
3. Which can you tell by their manner of flying?
4. Which by their song?
5. Can you tell any of the male birds from the females? How?
6. Where do most birds spend the winter?
7. Name some that stay with us all winter.
8. Where may we find these?
9. On what do they live?
10. How can you know birds that swim?
11. Wade?
12. Run?
13. Climb?
14. Eat flesh?
15. Name one or more of each of these kinds.

LESSON LXIII.

BIRDS' NESTS.

Direct pupils to find all they can about the nests of different birds and write a report of their discoveries under such headings as :—

1. Where different birds build. When.
2. Of what they build.
3. What kinds show most care and skill.
4. What birds secrete their nests and why.
5. How many eggs are laid.
6. The kind of eggs.
7. How long the birds sit upon the eggs.
8. Whether both parent birds sit upon the eggs.
9. What the little birds are like.
10. How the little birds are fed.

LESSON LXIV.

Essay.—Why should birds be protected?

Memory Gem.

Over and over again,
 No matter which way I turn,
 I always find in the book of life
 Some lesson that I must learn ;
 I must take my turn at the mill,
 I must grind out the golden grain,
 I must work out my task with a resolute will
 Over and over again.

LESSON LXV.

STUDY OF A HAND.

1. Name the parts of the hand ?
2. Why is it divided into so many parts ?
3. Why are there so many joints ?
4. Why do the fingers bend one way and the thumb another ?
5. Why is the thumb short and thick ?
6. Of what use are the nails ?
7. Why are the fingers of different lengths ?
8. Why do not the joints bend both ways as in the wrist ?
9. Can you touch any part of your body with your hand ?
10. Have any of the lower animals anything like human hands ?

Memory Gem.

Are you almost disgusted
With life, little man ?

I will tell you a wonderful trick
That will bring you contentment
If anything can—

Do something for somebody, quick ;
Do something for somebody, quick !

Are you very much tired
With play, little girl ?

Weary, discouraged and sick ?
I'll tell you the loveliest

Game in the world—

Do something for somebody, quick ;
Do something for somebody, quick !—*Selected.*

LESSON LXVI.

REPRODUCTION STORY.

Frank Brown is a round-faced little boy whom everybody likes. I think the reason is because he likes everybody and tries to help them. Mamma finds the coal scuttle filled, papa finds the chickens fed and the paths shoveled, and they say, "O, Frank has been here." Grandma is getting blind and cannot see very well, so Frank threads a lot of needles and leaves them on her cushion, he builds a blockhouse for the baby, gives his little sister a ride on the sled, and everywhere he goes he does some pleasant little thing.

LESSON LXVII.

STUDY OF THE FOOT.

1. How many feet has each of us?
2. How many have most animals?
3. How many have insects?
4. What do we call animals with four feet?
5. With two?
6. Could we get along very well with fewer?
7. Would we be better off with more?
8. Why are our feet so much larger than a sheep's or even than a cow's?
9. Why is our foot wider in front than behind?
10. Name the parts.
11. Of what use are the toes?
12. Why are they of different sizes?
13. Why have they so many joints?
14. Of what use are the nails?
15. Why is the foot arched?

LESSON LXVIII.

REPRODUCTION STORY.

"That'll do," remarked Harry, throwing down the shoebrush. "My shoes don't shine, but who cares?"

"Pick up the brush, my son, and finish blacking your shoes," said Harry's father. "I knew a poor boy whose mother taught him the proverb, 'What is worth doing, is worth doing well.' This boy went to work in a store, and everything he did he took pains to do well, even the smallest thing. When sent on errands he did them faithfully, and returned without wasting time. His employer was pleased with him, and advanced him step by step, until he made him clerk, then partner. He is now a rich man, and anxious that his son Harry should practise the rule that made him prosper."

"Why, then, that boy was you, father," said Harry. "I, too, will remember that what is worth doing, is worth doing well, even to blacking my shoes."

LESSON LXIX.

Develop the principal forms of the following verbs and give practice in their use in such elliptical exercises as are suggested.

- Supply the proper forms of these words in the blanks.
- Begin. The starving animals — to eat one another.
- Blow. The wind — a large tree down last night.
- Break. Charles has — his slate.
- Come. My father — home yesterday.
- Draw. Who — that pretty design?
- Drink. The water was — by the horses.
- Blow. This fence may be — over.
- Come. The man had not — when I arrived.
- Drink. Who — all the milk?

Draw. Is not that well —?

Break. It is said the boy's back is —.

Begin. The masons — work to day.

The teacher can easily supply similar exercises on the use of such verbs as: eat, fly, freeze, give, go, grow, know, ride, rise, ring, sing, sink, shake, speak, spring, swim, take, write, etc.

LESSON LXX.

Change the following sentences so that they will refer to past time:—

1. He sits on this bench.
2. The hen sits three weeks.
3. He sets the hen every summer.
4. The bird begins to sing.
5. Fanny sings hymns well.
6. Mice get into the pantry and eat the cheese.
7. The lazy boy comes to school late.
8. This horse seldom lies down to rest.
9. The baby sees the flowers.
10. Jennie writes all her father's letters.
11. The dogs run after the rabbit.
12. A careful girl does her work well.
13. The bee flies from flower to flower.
14. The cat and dog fight over their dinner.
15. The robin lays four or five eggs before she sits.

Memory Gem.

All that you do, do with your might;
Things done by halves are never done right.

LESSON LXXI.

Change the following story so as to make it refer to past time :—

THE CHICKENS' QUARREL,

Two little chickens are running to and fro in search of food. They find a nice large stalk of wheat and at once begin to pull it about to see which shall have it all. They are so greedy that they fight over it, and drop the wheat to bite and scratch each other. A crow flies over and sees the stalk of wheat and the chickens fighting beside it. He flies down, picks up the wheat, saying : "I am the lawyer for these foolish chickens, and, for settling their dispute, I take my fee in advance."

Memory Gem.

Labor with what zeal we will,
Something still remains undone ;
Something uncompleted still,
Waits the rising of the sun.

LESSON LXXII.

Combine each of the following groups of statements into a single sentence and punctuate properly :—

- | | |
|------------------------|--------------------------|
| 1. We study reading. | 3. A frog has a head. |
| We study writing. | A frog has a body. |
| We study number. | A frog has four feet. |
| 2. A plant has a root. | 4. A bird has two wings. |
| A plant has a stem. | A bird has two feet. |
| A plant has leaves. | A bird has two eyes. |
| | A bird has a bill. |

5. On our drive we passed through London.
On our drive we passed through Ingersoll.
On our drive we passed through Woodstock.
On our drive we passed through Paris.
6. For dinner we had stewed chicken.
For dinner we had baked potatoes.
For dinner we had apple pudding.
7. There were roses in the bouquet.
There were pansies in the bouquet.
There were lilies in the bouquet.
8. My father is forty years old.
My mother is thirty-six years old.
My brother is ten years old.

LESSON LXXIII.

Combine into a single statement each of the following groups of sentences :

1. James is industrious.
He is polite.
He is clever.
2. The boy found a knife.
It was a pocket knife.
It had two blades.
It belonged to George Wilson.
3. This is a maple tree.
It was planted many years ago.
It shades the horses from the hot sun.
4. The farmer sows the seed.
He sows it on carefully prepared soil.
He sows it in the spring.

LESSON LXXIV.

REPRODUCTION STORY.

The poet Whittier called upon a lady in Boston one evening when the streets were very slippery. She feared that he might slip and fall—so when he left she went with him under pretence of needing a breath of air, and wishing to post a letter. When she started homeward he said, "Wait, Elizabeth, and I will see thee home." And he did not leave her till she reached her own door.

LESSON LXXV.

From the following words fill the blanks in the subjoined sentences, then write other sentences that mean exactly the same, using different words from the list:—

Not, no one, no, nobody, nothing, none, any one, not any, anybody, anything.

1. We have—money.=
2. I care for—.=
3. Have you seen—? =
4. The farm is not worth—.=
5. He is doing—.=
6. Have you—some silk? =
7. —could do that.=
8. —cares for me.=
9. —more for me, thank you.=

Memory Gem.

If you've tried and have not won,
 Never stop for crying;
 All that's great and good is done
 Just by patient trying.

LESSON LXXVI.

STUDY OF AN APPLE.

1. What do we call this?
2. What general name have we for apples, pears, peaches, etc.?
3. Tell me about the color and shape of the apple.
4. What other fruits are of the same shape?
5. How can you tell pears from apples? Quinces from apples?
6. Name the parts of the apple.
7. Of what use is the stem to the apple? The skin? The core?
8. What uses are made of the flesh or pulp?
9. How can you tell which side of many apples grew toward the south?
10. If you plant the seeds of an apple will the tree produce the same kind of apples?

LESSON LXXVII.

CONTRACTED WORDS.

Rewrite the following supplying the omitted letters:—

- | | |
|----------------|-----------------|
| 1. I'm. | 5. We're not. |
| I'm not. | We aren't. |
| 2. You're not. | 6. They're not. |
| You aren't. | They aren't. |
| 3. He's not. | 7. It's not. |
| He isn't. | It isn't. |
| 4. She's not. | *Tisn't. |
| She isn't. | |

LESSON LXXVIII.

Fill the blanks in the answers to the following questions with the proper contraction from the preceding list :

1. Is that yours? No, — not.
2. Are they home? Yes, — home.
3. Are you ill? Yes, — quite faint.
4. Is she coming? No, she —
5. Am I to go? Yes, — expected.
6. Are we to blame? Certainly — not.
7. Is he honest? Yes, — honest.

LESSON LXXIX.

IMAGINATION STORY.

Model :

James.—Father, how long until Christmas?

Mr. Clark.—Christmas is on the 25th of December, and this is the 23rd of September. Can you not tell from that?

James.—It is three months and two days, is it not?

Mr. Clark.—Yes; but why did you ask?

James.—Because with the box of tools uncle gave me last Christmas I wish to make him a nail-box with partitions in it to keep the different kinds of nails he uses separate.

Exercise.—Mr. Clark digging in the garden, James speaks to him. They go together to another plot. James digs and rakes it, goes to his father again, then goes to the store, returns and plants some seeds in the little plot.

Write the conversation.

LESSON LXXX.

IMAGINATION STORY.

Make a story from the following hints.

A boy—twelve years—an express parcel—Aunt Fanny.
—Wanting to try it—taking pictures—house—baby—
dog—mother—father—school. Letter to aunt with
thanks and several pictures.

LESSON LXXXI.

IMAGINATION STORY.

1. Willie Jones—dog named Rover—not always kind to Rover.
2. One day hits him with stone—hurts his head—dog lies down in his kennel.
3. Willie goes toward river—Rover follows him—Willie gets in boat—pushes from shore—falls in to water.
4. Willie screams—Rover jumps in river—takes jacket in his teeth—brings him to land.

Memory Gem.

So blue yon winding river flows,
It seems an outlet from the sky,
Where waiting till the west wind blows,
The frightened clouds at anchor lie.

All things are new ; the buds, the leaves,
That gild the elm tree's nodding crest
And even the nest beneath the eaves ;
There are no birds in last year's nest !

—Longfellow.

LESSON LXXXII.

IMAGINATION STORY.

1. Eight o'clock—Jenny still in bed—mother calls—Jenny says yes—goes to sleep again.
2. An hour later—Jenny wakes—hears noise in yard—goes to window—sees family drive off—going to grandmother's.
3. Jenny home alone—much disappointed—cries—knows whose fault it was.

LESSON LXXXIII.

IMAGINATION STORY.

1. Jimmy Gray had the toothache—father said he must have tooth drawn—Jimmie had never been to a dentist—thought it would be great fun.
2. Big chair—dentist looked at tooth—brought some ugly-looking tools—went out of the room for a moment.
3. Jimmie much frightened—dentist comes back—Jimmie gone. Tooth ached all night—family awake—next day his father took him to the dentist—

Memory Gem.

Begin while life is bright and young,
 Work out each noble plan;
 True knowledge lends a charm to youth,
 And dignifies the man.
 Then upward, onward, step by step,
 With perseverance rise;
 And emulate, with hearts of hope,
 The good, the great, the wise.

LESSON LXXXIV.

IMAGINATION STORY.

1. Roy—mother's room—mother not at home—opened bureau drawers—pretty things.
2. Found watch—dropped on the floor—broke crystal.
3. Thought his mother would not know who did it—watch back in its case.
4. His mother said nothing—Roy did not tell—unhappy—stood it for two days—went to his mother and confessed—felt much happier.

LESSON LXXXV.

IMAGINATION STORY.

1. Ned—coming home—the woods—after eight o'clock—quite dark.
2. Queer noise—like a groan—much frightened—began to run.
3. Ashamed—went back—called "Who's there?"—a voice—one of the neighbors—man had broken his leg.
4. Ned ran home—help—man was taken home—very thankful to Ned—Ned glad he did not run away.

Memory Gem.

Build thee more stately mansions,

O my soul !

As the swift seasons roll !

Leave the low vaulted past !

Let each new temple, nobler than the last,

Shut thee from heaven with a dome more vast,

Till thou at length art free,

Leaving thine outgrown shell by life's unresting sea.

LESSON LXXXVI.

Fill the following blanks with suitable contractions :—

1. Aren't those peaches? No,—apricots.
2. —they well? No,—quite ill.
3. —you well? Yes,—very well.
4. —the trees high? Yes,—high.
5. —the apples ripe? No,—only half grown.
6. —the horses fed? Yes,—all fed.
7. —you going home? No,—going fishing.
8. —be home early? Yes,—try.
9. —the flowers beautiful?
10. —the lake calm?
11. —we safe?
12. No,—still in danger.

What words is often wrongly used for aren't, isn't or am not?

LESSON LXXXVII.

REPRODUCTION STORY.

A buttercup was placed in a vase beside a pink. The pink smelt very sweet, and all day long the buttercup was sighing, "Oh, how I wish I were as sweet as the pink!" Next morning she was delighted to find that she had some of the perfume of the pink.

Exercise.—Using the central thought of this story, compose another about two girls, Ethel and Mabel.

Memory Gem.

The noblest service comes from nameless hands,
And the best servant doth his work unseen.

LESSON LXXXVIII.

RAIN.

Lead to observation and expression regarding rain by questions. If pupils have not already made the necessary observation give a day or a week and then continue the lesson.

1. What is it that we call rain?
2. Whence does the rain come?
3. How can you tell when it is likely to rain?
4. Is the rain always the same? If not, tell how it varies at different times.
5. What differences have you noticed in clouds?
6. Tell as well as you can how the clouds are formed.
7. What makes them move about in the air?
8. When clouds lie close to the ground or to water what do we call them?
9. Tell about being in a cloud of this kind.
10. What takes the place of rain in very cold weather?
11. What is the difference between snow and hail?
12. Where does the water that falls in the form of rain and snow go?

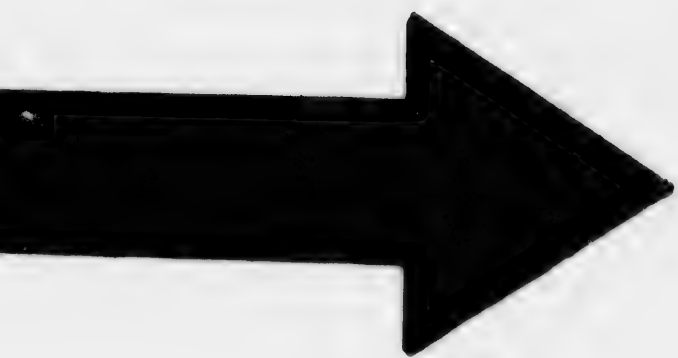
Tell the story of a drop of water that was one day in a cloud, the next in a brook and the following week is in a cloud again.

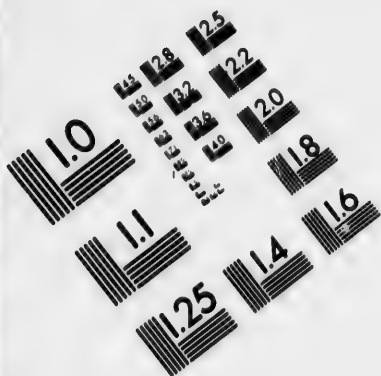
Memory Gem.

If by easy work you beat,
 Who the more will prize you?
 Gaining victory from defeat,
 That's the test that tries you!

—Phæbe Cary.









LESSON LXXXIX.

CLIMATE.

1. What kind of climate have we here in summer?
2. In winter?
3. How does the climate of autumn differ from that of spring?
4. In what respects are they alike?
5. In what parts of the world is it colder than here?
6. In what parts warmer?
7. Why?
8. Does the ground all over the earth freeze in winter?
9. How deep does it freeze here?
10. In what part of the world does the earth never thaw out?
11. What grows there?
12. What would be the result if our creeks, rivers and ponds all froze to the bottom?

Memory Gem.

Never delay

To do the duty, which the hour brings,
Whether it be in great or smaller things,
For who doth know

What he shall do the coming day?

* * * * *

Where pity dwells, the peace of God is there,
To worship rightly is to love each other,
Each smile a hymn, each kindly deed a prayer.

—Whittier.

I find the great thing in this world is not so much where we stand as in what direction we are moving.

LESSON XC.

Combine the following into a paragraph consisting of longer sentences:—

Wolfe set off down the river. He had with him about one-half his men. They went in boats. They had neither sails nor oars. It was one o'clock in the morning. The day was the 13th of September. They were in search of the intrenched path. Wolfe had seen it a few days before. They intended to climb the heights by it. They found it. Some of the soldiers ascended by it. Others climbed the steep bank near it. They clung to the roots of the maple, the ash, and the spruce. These trees were growing on the side of the declivity. With a few volleys they dispersed the French picket. This picket was guarding the heights. This took place when they reached the summit.

LESSON XCI.

IMAGINATION STORY.

A butcher one day sent his errand boy to deliver a roast of beef to a customer who lived in a distant part of the town. On his way the boy saw a number of beautiful pigeons sitting on the roof of a stable on the opposite side of the street. Boy-like he picked up a pebble and threw it at them, when to his great surprise one fell to the ground apparently dead. Now, this boy had no thought of injuring any of them, but simply wished to see them fly and watch their graceful movements as they flew to and fro through the air.

The owner prized these birds very highly and had placed them under the care of his gardener, who felt very proud of his charge. A number of idle boys of the town had frequently molested these birds, much to the annoyance of the old gardener, who became so exasperated at their conduct that he made up his mind to have

the next offender punished severely. In short so intense had become this feeling that the boys looked upon him as their natural enemy.

The errand boy was well aware of this state of feeling, but he at once crossed the street and knocked at the garden gate until the gardener came and opened it. They then entered into a conversation with one another and presently the gardener closed the gate, went in and got the dead pigeon and gave it to the boy, who went down the street.

Using as much of the above story as may be necessary, write out in full the conversation that took place and state why the gardener gave the boy the dead pigeon.

SIMILAR EXERCISES :

Fourth Reader, page 115, last sentence, second paragraph : "The admiral tried to soothe their distress and to inspire them with his own glorious anticipations." Write out in full what you think he said to soothe, and what to inspire.

Page 117, same lesson, 3rd sentence : "Columbus tried to pacify them with gentle words and promises of large rewards." What did he say? What did he offer?

Page 117, last sentence, 2nd paragraph : "In the evening Columbus made an impressive address to his crew." Write out this address.

Memory Gem.

There's an odd little voice ever speaking within,
That prompts us to duty and warns us from sin ;
And what is most strange, it will make itself heard,
Though it gives not a sound and says never a word.

It is sure to upbraid if we tell but a lie,
Nor will let the least evil pass silently by ;
Nor is it less slow to command than approve,
But praises each action of goodness and love.

LESSON XCII.

"MAY" AND "CAN."

Develop clear ideas of the correct use of each of these words, then give practice in filling the blanks with the proper word in such sentences as :—

1. You—take your slates.
2. —I leave the room, Miss Jones?
3. Willie—write well if he tries.
4. George and James—come here.
5. —I study my spelling lesson? Yes, you—copy the words.
6. Who—solve this problem? Mary thinks she—.
7. How soon—we have recess? As soon as you—do the exercise.
8. —you read Latin? No, but my brother—.
9. Mr. Smith,—you spare me some paper? Not now, though I—be able to to-night.
10. —I get a train to-night? No, but you—stay with me until to-morrow.

Memory Gems.

A traveller, toiling on a weary way,
 Found in his path a piece of fragrant clay,
 "This seems but common earth," said he, "but how
 Delightful!—it is full of sweetness now?
 Whence is thy fragrance?" From the clay there grows
 A voice: "I have been very near a rose."

—John James Piatt.

Bad habits gather by unseen degrees,
 As brooks make rivers, rivers run to seas.

—Dryden.

LESSON XCIII.

"MIGHT" AND "COULD."

Lead to correct notions of the use of these words, then practice their use in such sentences as :—

1. I would sing if I—.
2. Father said I—bring my ball to school.
3. Don't go near the river, you—fall in.
4. I think you—help me, you—if you tried.
5. James—not swim, so his mother said he—wade in the shallow water.
6. The old man wishes he—read.
7. He—have learned when young.
8. I—go to the fair if father would only say I—.

LESSON XCIV.

"SIT" AND "SET."

Write the following sentences filling the blanks with *sit* or *set* as the sense requires.

1. James may — there.
2. Do not — in the sun too long.
3. You may — the can on the table.
4. — the chair near the window and — on it.
5. When the doctor — my arm it pained me so I could scarcely — in the chair.
6. You may — the hen if she will —.
7. He — his watch before he — out on his journey.

Memory Gem.

Truth is the work of God, falsehoods are the work of man.

— *Madame de Staël.*

LESSON XCV.

Change the following statements so that they will refer to past time.

1. The boys sit here.
2. John sets the traps for foxes.
3. The sun sets behind the hills.
4. Who sits at this desk?

LESSON XCVI.

"SET" AND "SAT."

Use *set* or *sat* to fill the blanks in the following :

1. I — on the veranda while he — out the roses.
2. The old white hen — three weeks.
3. Who — beside you? Nobody, a box was — on the chair.
4. He — the chair near the window and — down.
5. The baby — in her high chair

Memory Gem.

Let nothing disturb thee,
 Nothing affright thee;
 All things are passing;
 God never changeth;
 Patient endurance
 Attaineth to all things;

—Longfellow.

Truth is tough. It will not break, like a bubble, at a touch; nay, you may kick it about all day, like a foot-ball, and it will be round and full at evening.

LESSON XCVII.

"LIE" AND "LAY."

Teach the meaning of each of these words and of their principal forms, then give practice in the selection of the right word or form.

1. Why do you not—down and rest?
2. Will you—this book upon the table?
3. I—on the sofa watching the cat—on the rug.
4. I—my watch upon the mantle and left it—there.
5. If you—down—this wrap over you.
6. Get up John, you have—in bed too long.
7. Where did you—my hat? It is—on the table.
8. The hen—in the orchard. She has—nine eggs already.
9. When we found him he—sleeping.
10. He could not—down but he—his head upon a cushion.

Memory Gems.

Be but yourselves, be pure, be true,
 And prompt in duty; heed the deep
 Low voice of conscience; through the ill,
 And discord round about you, keep
 Your faith in human nature still.

—Elizabeth Whittier.

"Howe'er it be, it seems to me,
 'Tis only noble to be good.
 Kind hearts are more than coronets,
 And simple faith than Norman blood."

LESSON XCVIII.

REPRODUCTION STORY.

Harriet Beecher Stowe was the youngest of a family of seven children. She was a merry, fun-loving girl, fond of romping, and very apt to get into mischief. Once when her mother had some choice tulip bulbs sent her, Harriet took them for onions and ate them up. She was as fond of reading and study as of fun, but the books in the library were not interesting to children. After much digging among works on theology, she found an old copy of "Ivanhoe" and parts of "Don Quixote." The "Ivanhoe" she and her brother George read through seven times. Mrs. Stowe has written many books, but she is best known as the author of "Uncle Tom's Cabin," which has been published in nineteen different languages.

LESSON XCIX.

LIKE AND LOVE.

Develop the correct idea of each of these words. We *love* our friends and *like* what is pleasant to our tastes. Pupils fill the following blanks with the right words.

1. Boys and girls — to play.
2. A mother — her child.
3. We should — one another.
4. Do you — to go to school?
5. The poor drunkard — his glass.
6. Most children — flowers.
7. Jennie — her uncle Frank.
8. My mother — me and I — her.
9. A proud woman — fine clothes.
10. Who does not — an honest boy?
11. Everybody — a polite child.
12. A man should — his country.

LESSON C.

BRING, TAKE (OR CARRY), AND FETCH.

Teach the correct meaning of each word, then give practice in their use in such exercises as :—

1. You may — home your books, but you must — them again to-morrow.
2. Mary, will you — this letter to your mother.
3. James, I wish you would — me the dictionary from the library.
4. Please — this paper back to the bookseller and — me a larger size.
5. — me a glass of water, please.
6. You are going to the store, will you — this pitcher and — a quart of molasses.
7. It is not very far, run and — me to-day's paper.
8. Will your brother — his trunk when he goes ?

LESSON CI.

"TEACH," AND "LEARN."

Fill the blanks in the following sentences with *teach*, *learn*, *teaching*, *learning*, *taught* or *learned* as the sense requires :—

1. Will you—me to do that ?
2. Yes, I will—you if you will—.
3. Will you—this song ? Yes, if my mother will —me the air.
4. Where did you— that pretty poem ? Who—it to you ?
5. Miss Wood is—us French. Has she—you much ?

6. I am—our baby to walk.
7. The man said, "I will—you to laugh at me."
8. The ant—us a lesson.
9. We may—a lesson from the meanest of God's creatures.
10. —me that puzzle, will you, that I may—it to my brother.

LESSON CII.

"ONLY."

Re-write the following sentences as often as you can change the place of *only* and make sense. State *clearly in other words the meaning of each sentence* :—

1. My brother received only a share of the farm.
2. John only spoke to me.
3. The servant only takes care of one room.
4. I only lent you the book for a week.
5. Your friend sold only part of his goods.

Memory Gem.

"I love my country's pine-clad hills,
Her thousand bright and rushing rills,
Her sunshine and her storms;
Her rough and rugged rocks that rear
Their hoary heads high in the air
In wild fantastic forms."

It is always good to know, if only in passing, a charming human being : it refreshes one like flowers and woods and clear brooks.—
George Eliot.

LESSON CIII.

Re-write the following sentences supplying all the words understood :—

1. I am taller than you.
2. He is older than I.
3. James writes better than John.
4. My coat cost more than my hat.
5. This landscape is more beautiful than that.
6. There are fewer pupils in your school than in ours.
7. He is more in debt than you.
8. His father had no more control over him than others had.

LESSON CIV.

"SHALL" AND "WILL."

Teach only the simplest uses of these words. Give practice on elliptical exercises. Review some type exercises frequently :—

1. I—go away to-day.
2. —you go with me?
3. Yes, I—if I can.
4. —I help you to carry that box?
5. No, thank you, you—soil your clothes.
6. —you lend me your knife? Certainly I —
7. —you not be late? No, I—make haste.
8. James,—you carry this letter for me? Yes. —I wait for an answer? No, there—be no answer; at least I—not expect one.

LESSON CV.

"SHOULD" AND "WOULD."

1. I—think you—like this place.
2. Until noon I did not think I—go.
3. The boy said, "I—like to be a man."
4. We—think you—like to help.
5. How I—like to have a pony.
6. —you like to do some work for me?

LESSON CVI.

"SHOULD" AND "OUGHT."

The distinction between these words is so nice that most persons use them as synonyms. Ought comes from "owe" and implies moral obligation, should expresses desirability. Teach this distinction by means of simple examples, then give practice on such exercises as the following:—

Fill the blanks with *should* or *ought* as the sense requires.

1. Children—obey their parents.
2. You—walk and sit erect.
3. Men—love honor better than wealth.
4. A boy—always do his best.
5. The door—be closed.
6. Men—always to pray and not to faint.
7. Your books—be kept neatly.
8. All animals—be treated kindly.

Memory Gem.

Live truly, and thy life shall be
A great and noble creed.

LESSON CVII.

"IN" AND "INTO."

Develop the distinction between these words then give practice on elliptical exercises.

1. The horse is — the stable.
2. The horse ran — the stable.
3. The bird is — the cage.
4. The bird flew — the room.
5. He put his hand — his pocket, but found no money — it.
6. The swallows fly — the air. One just flew — the barn. I think she has a nest — it.
7. James went — the stable and found two horses — it.
8. The ball fell — the well and sank — the water.

LESSON CVIII.

"ON" AND "UPON."

Lead pupils to see the difference in the proper use of these two words, then give elliptical exercises such as:—

1. The cat jumped — the table.
2. The book lies — the table.
3. He carved his name — the rock.
4. His name is carved — the rock.
5. Write — only one side of the paper, and place your answers — the table.
6. Whose book is that — the floor?
7. The hen flew — the barn and remained — it for more than an hour.
8. Being — the chair the baby was able to get — the table.

LESSON CIX.

COMPARISONS AND CONTRASTS.



Tell in good clear statements in what respects these figures are :

1. Alike.
2. Different.

The class should be able to discover at least five likenesses and three differences.

In a similar way compare and contrast :—

1. A cube and a plinth.
2. A cube and a parallelopiped.
3. A sphere and a hemisphere.
4. A circle and an ellipse.
5. An apple and a pear.
6. A bottle and a vase.
7. A squirrel and a cat.
8. A squirrel and a dog.

Memory Gem.

They, my child, who idly sing of beauty
 In the eyes and in the hair,
 Sing of beauty that is not ; let it never be forgot—
 Beauty ne'er beginneth there ;
 If there's beauty in the heart, there is beauty everywhere.

LESSON CX.

Combine the following elements into compound sentences :—

1. The people were pouring forth.
They were pouring forth by this time.
Scrooge regarded every one.
He regarded every one with delight.
He was walking.
He was walking with his hands behind him.

2. He took his aim.
He took his aim at that time.
The aim was taken with some deliberation.
The multitude awaited the event.
They awaited the event in breathless silence.

3. They thought no more of capturing Quebec.
They thought no more of capturing Montreal.
They thought no more of it for that year.
They went home.
They went home dejected.
They went home amazed.
They went home to howl over their losses.
They went home to nurse their dashed courage.
They went home to wait for a day of vengeance.

Combine the following into a good complex sentence :—

4. The boys began to fire.
They began to fire from the loopholes.
They began to fire upon the Iroquois.
The boys were twelve and ten years old.
They were aided by the soldiers.
Her words had inspired the soldiers.

They had inspired the soldiers with some little courage.

NOTE.—Additional exercises may be made by breaking compound sentences and complex up into elements.

There's a dance of leaves in that aspen bower,
There's a titter of winds in that beechen tree,
There's a smile on the fruit and a smile on the flower
And a laugh from the brook that runs to the sea.

—Bryant.

LESSON CXI.

Teach the exact meaning of the following words, then require pupils to compose sentences that will exemplify clearly the correct use of each..

Ability and capacity,
Allude and refer,
Amateur and novice,
Answer and reply,
Apprehend and comprehend,
Balance and remainder,
Bravery and courage,
Character and reputation,
Complete and finish,
Contemptible and contemptuous,
Crime, vice and sin,
Distinguish and discriminate,
Education and instruction,
Evidence and testimony,
Hanged and Hung,
Healthy and wholesome,
Less and fewer,

Love and like,
Lovely, beautiful, delicious, handsome, amiable,
charming, and sublime,
Mad, annoyed, and angry,
Mutual and common,
Notorious, celebrated and famous,
Oh, and O,
Propose and purpose,
Seem and appear,
Transpire and occur,
Wharf and dock.

LESSON CXII.

CORRESPONDENCE EXERCISES.

1. Write a letter to a former schoolmate who now lives in British Columbia. Tell all you can about his former friends and school.
2. Write a formal card from Mrs. A. B. Carman, inviting Miss Ethel Simpson to an At Home.
3. Write a letter of application for a position as office assistant. Refer to your age, school training and experience, if any. Give two references.
4. Write a telegram to announce the safe arrival of a steam yacht supposed to have been lost. Tell all you can in ten words.
5. The house in which you live is to be sold. Write a letter to a friend in a neighbouring town giving a full description of it.
6. Write a letter to a debtor asking, for the third time, for a payment on account.

LESSON CXIII.

Make a Connected Story from the Following :

A yachting party sailed out from New Zealand ; were caught in a storm ; driven eastward for hours ; lost all rigging ; wrecked upon an uninhabited island ; remained there for three months ; attracted attention of a passing vessel ; were taken home.

LESSON CXIV.

Compose sentences that will bring out clearly the distinction between the words in the following pairs :

1. Emigrant, immigrant.
2. Compare, contrast.
3. Decided, decisive.
4. Empty, vacant.
5. Evidence, testimony,
6. Entire, complete.
7. Effect, affect.
8. Ingenious, ingenuous.
9. Recollect, remember.
10. Change, alter.

Memory Gems.

I hold it truth, with him who sings
To one clear harp in divers tones,
That men may rise on stepping-stones
Of their dead selves to higher things.

—Tennyson.

Look up, and not down ; look forward, and not back ; look out,
and not in ; and lend a hand.—Hale.

LESSON CXV.

I would not enter on my list of friends
 (Though graced with polished manners and fine sense,
 Yet wanting sensibility) the man
 Who needlessly sets foot upon a worm.
 An inadvertent step may crush the snail
 That crawls at evening in the public path ;
 But he that has humanity, forewarned,
 Will tread aside, and let the reptile live.

—Cowper.

1. Have pupils study and memorize this extract.
2. Write an essay on, "How not to Treat Dumb Animals."
3. What effect have our own kind acts upon ourselves ?

LESSON CXVI.

A small library of well-selected books in his home has saved many a *youth* from wandering into the *baleful* ways of the *prodigal* son. Where *paternal* strictness and *severity* would have bred nothing but dislike and a *fixed* resolve to *abscond* at the first *opportunity*, good books and pleasant *surroundings* have weaned many a youth from his first wild *impulse* to go to sea or cross the continent, and made him a *docile*, *contented*, *obedient*, happy lingerer by the *parental* fireside. In a family, however rich or poor, no other good is so cheap or so *precious* as thoughtful, watchful love.

- (a) What is the subject of this paragraph ?
- (b) Write out the paragraph substituting other words or phrases for those in italics.
- (c) Estimate the value of the ideas expressed in the paragraph. Give illustrations if you can.

LESSON CXVII.

Essay: THE LAST BOOK I READ.

Paragraph topics:

- (a) Name of book, author, when read.
- (b) Subject.
- (c) How you liked it, with reason.
- (d) Any other book like it.

LESSON CXVIII.

Re-write the following paragraph so as to make a more connected narrative:

Adam Daulac was a young man of good family. He had come to the Colony three years before. He was then twenty-two years of age. He had held some military rank in France. In what rank it does not appear. He had been busy for some time among the young men of Montreal. He was inviting them to join him in the enterprise he meditated. Sixteen of them caught his spirit. They bound themselves by oath to accept no quarter. They gained Maisonneuve's consent. They made their wills. They confessed. They received the sacrament.

LESSON CXIX.

Write what you think Dulac said to the young men when persuading them to join him in his enterprise. See Fourth Reader, page 155.

Memory Gem.

He's true to God who's true to man, wherever wrong is done,
To the humblest and the weakest, 'neath the all beholding sun.

—Lowell.

LESSON CXX.

Improve the following paragraph by breaking it up into shorter sentences :

Meanwhile Wolfe's troops had reloaded and he seized the opportunity of the hesitation in the hostile ranks and ordered the whole British line to advance, which they did, at first moving forward with majestic regularity, receiving and paying back with deadly interest the volleys of the French ; but soon the order of the soldiers broke through the restraints of discipline and they increased their pace to a run, rushing over the dying and dead, and sweeping the living enemy from their path.

Memory Gems.

Not by the terrors of a slave
 God's sons perform his will,
 But with the noblest powers they have
 His sweet commands fulfil.

Teach me your mood, O patient stars !
 Who climb each night the ancient sky,
 Leaving on space, no shade, no scars,
 No trace of age, no fear to die.

—R. W. Emerson.

With grateful hearts the past we own,
 The future, all to us unknown,
 We to thy guardian care commit,
 And peaceful leave before thy feet.

—Doddridge.

"Weakness never need be falseness : truth is truth in each degree
 Thunderpealed by God to Nature, whispered by my soul to me."

SUBJECT FOR ESSAYS.

1. THE EARLY NORTH AMERICAN INDIANS. (*a*) Their physical appearance. (*b*) Mode of living. (*c*) Education, character, manners and customs. (*d*) Religion. (*e*) Reception of Europeans.

2. BIRDS. Their Adaptations for Different Modes of Living.

3. THE FEUDAL SYSTEM. (*a*) Its Origin, (*b*) Growth. (*c*) Elements of Strength. (*d*) Decay, causes of.

4. SOILS. (*a*) Kinds and their distinctions. (*b*) Where each kind is found and how formed. (*c*) Special advantages of each. (*d*) The best kinds.

5. THE CANADIAN MILITIA. (*a*) Of what composed. (*b*) How organized and maintained. (*c*) Advantages. (*d*) Disadvantages.

6. A SUCCESSFUL BOY. (*a*) His natural outfit. (*b*) His aims. (*c*) His habits.

7. OUR POSTAL SYSTEM. (*a*) Origin. (*b*) Steps of Improvement. (*c*) Illustrations of its present efficiency. (*d*) Suggestions to Correspondents.

8. ENGLAND'S MOST PROGRESSIVE SOVEREIGN. Lead pupils to study and write on such topics as the relation the chosen sovereign to: (*a*) The Parliament. (*b*) The Church. (*c*) Education. (*d*) Taxation. (*e*) The common people. (*f*) Foreign powers, etc.

9. ENGLAND'S GREATEST STATESMAN. Teacher supply paragraph topics.

10. CANADA'S MOST PROGRESSIVE AND PATRIOTIC STATESMAN.

11. WHAT MAKES A GOOD SCHOOL.

12. THE GIRL WHO IS WANTED.
13. THE BOY WHO IS NOT WANTED.
14. HOW I WOULD USE TEN DOLLARS.
15. After reading the poem "*The Barefoot Boy*," tell some of the things a boy learns out of school.
16. MAKING MAPLE SUGAR.
17. HOW TO GROW POTATOES, OR HOW TO MAKE BREAD.
18. WHY BOYS SHOULD NOT LEARN TO USE TOBACCO.
19. THE USES OF A BOY'S POCKETS. (Humorous).
20. THE BOY AT A PICNIC. (Humorous). (a) What he is *expected* to do. (b) What he *does*.

CORRESPONDENCE EXERCISES.

1. Write a letter to a cousin or other friend extending an invitation to spend the next holiday with you. Hold out some special inducements.
2. Write a reply declining the invitation given in the letter referred to above. Give good reasons.
3. Write a letter to an aunt who has always lived in London, England, and describe "A Canadian Summer."
4. Answer the following advertisement for yourself:
Wanted,—A well educated boy or girl to assist in a county store and post-office. W. S. Ross, Goodhope P.O., Ont.
5. Write a short letter to your local newspaper enquiring how many "*absolute monarchies*" still exist.
6. Write a letter to a former class-mate and companion whose sister has just died.
7. Write to Drysdale & Co., Montreal, ordering three or four books you are anxious to read.

8. Write a letter to your uncle thanking him for a Christmas present.

9. Write a letter to some prominent person who knows you well, asking for a testimonial.

10. Write as strong a testimonial as you can for a class-mate.

11. Write to Macdonald & Co., Toronto, acknowledging the receipt of a part of the goods ordered, noting some that have not been shipped.

12. Suppose you have a friend in a distant town or city, write to him asking what probable opportunity there would be for your getting employment there.

13. You are away from home, write a letter to your mother telling her you cannot get home for Christmas, and to expect an express parcel.

14. You have a good situation away from home, write a letter to your father sending him a part of your earnings.

15. Write the answer to the letter in Exercise 14.

NATURE STUDIES.

TO WAKEN UP MIND.

ON STREAMS.

1. Why does the water in brooks and rivers run and that in ponds and lakes not?

2. Why do streams and rivers wind about as they flow along?

3. In what kind of country do they wind most?

4. Is the country drier or wetter because of the streams?

5. Do streams drain or water the land?

6. In what part of the fields do we find the streams?
7. Why are some streams rapid and some slow?
8. In what kind of country are streams most rapid?
9. Why are some streams larger than others?
10. On what does the size of a stream or river depend?
11. Why is the water in a stream sometimes high and sometimes low?
12. Under what conditions do streams overflow their banks? What good and what harm is done by this?
13. How can you know how much of a field, a farm, or of the country is drained by a river?
14. What are the boundaries of the brook basins?
15. Where are streams broad and shallow and where narrow and deep?
16. Of what use are dams in streams?
17. What is formed above the dam?
18. How do fish pass the dams?
19. How do ships pass river-dams?
20. Do you know of any natural river-dams?
21. In that case, what does the river form in passing the dam?
22. What is usually formed above the natural river-dam?
23. How do ships pass these river-dams?
24. Is it correct to call a canal "an artificial river?" Give your reason.
25. On what kind of rivers can boats run best?
26. What kind of rivers supply the best manufacturing power?
27. Why are there so many large towns and cities along the large rivers?

ON EVAPORATION.

1. What becomes of the water when the kettle boils dry? When a pond "drys up?" When a basin of water is set in the sun?
2. Do you think water is thus evaporating from all ponds, lakes, rivers, and seas?
3. When can the vapor be seen rising?
4. Why does the laundry woman like sunshine and wind to dry the clothes?
5. Why is the air often damp when there is much snow and ice about?
6. Where and when would we expect most evaporation to occur?
7. What becomes of all the vapor that rises into the air?
8. In what form can great quantities of it often be seen in the air?
9. How high are the clouds?
10. What makes the clouds move along?
11. How can we get above the clouds?
12. What would it seem like if we were in a cloud?
13. Do you think rain, hail and snow come from the same kind of clouds?
14. What makes the difference?

ON THE ORIGIN OF SPRINGS.

1. How far into the ground does the rain settle?
2. When it can go no further downward what becomes of it?
3. Have ponds or streams ever been found underground?

4. How are they found?
Of what use are they to man?
5. Where does this under-ground water often come to the surface?
6. In what ways does the water of different springs differ?
7. Why is spring water usually very pure and sparkling?
8. Where do we most frequently find springs?

ON DEW.

1. When is dew formed? Where?
2. Whence does it come?
3. Why is there not so much on the dry, dusty road as on the roadside grass?
4. On what kind of nights is there little or no dew? Why?
5. Why is the absence of dew on a summer morning considered a sign of rain?
6. On very cold nights what does the dew become?
7. Why do drops of water gather on the outside of an ice-pitcher?
8. What is the frost on the window-pane?

ON RAINBOWS.

1. When are rainbows formed?
2. Where are they in the morning? In the afternoon? At noon?
3. Why can you never get very close to a rainbow?
4. How can a rainbow be formed without rain?

5. What colors can you distinguish in the rainbow?
6. Why can we sometimes see more than one rainbow?

ON THE OCEAN.

1. Why is the water of the ocean and of some lakes salt?
2. Does the fresh water of rivers emptying into the sea make its water any fresher? Why?
3. Whence comes the salt of the ocean and of salt lakes?
4. What purpose is served by the salt?
5. How can salt be obtained from ocean water?
6. How can fresh water be obtained from salt water?

ON RAIN, HAIL, AND SNOW.

1. How is rain formed? Snow? Hail?
2. Are the rain drops always the same size? Why?
3. Why does the rain sometimes fall obliquely and sometimes vertically.
4. Why does a person walking in the rain usually carry his umbrella somewhat in front of him?
5. What effect has lightning and thunder upon the rapidity of rain fall?
6. Why does the air usually appear fresher and purer after a shower of rain?
7. What has probably given rise to the idea that "if it rains on the first Sunday in a month, it will rain every Sunday in that month?"
8. Why do we sometimes have a storm half rain and half snow?
 - a. How many rays has every perfect snow-flake?

10. Why do we sometimes bank houses and cover root-cellars with snow?
11. Of what use is snow to plants?
12. Does snow melt more quickly in forests or on open plains? On sloping or level ground?
13. In what kind of country are floods from melting snows most likely to occur?
14. When do we have the worst hail storms?
15. Describe the form and structure of a hail stone?

ON FROST.

1. At what temperature is water heaviest?
2. At what temperature does water freeze?
3. Why is a bottle or a barrel broken if water freezes in it?
4. Which is heavier, water or ice? Why is this condition necessary?
5. How does the frost heave fences and gate posts?
6. What good does freezing do the soil?
7. Which is the warmer, day or night? Forenoon or afternoon? Sunrise or sunset? Why?
8. Which is our hottest month? Why not June?
9. Why is January usually colder than December?

ON PLANTS.

1. Where do plants get their food?
2. What parts of plants take in food?
3. What good is the rain to plants?
4. Could plants grow in a perfectly dry soil?
5. How deep do the roots of plants go?

6. In what kind of soil do plants have longest, strongest and most numerous roots?
7. What provision is made for roots pushing their way through hard soil?
8. How does nature loosen the soil every year?
9. What part of the farm will produce the best crop of grass? Of corn? Of strawberries or grapes?
10. What kind of trees have no bark?
11. Do you know of any plants or trees that do not produce seeds?
12. What is the best time to water the garden? Why?
13. Find some plants that need a great deal and some that need but little water?
14. Why will putting flower stems in water keep the flowers fresh?
15. What happens if you put leaves and flowers under water? Why?
16. Which surface of the leaves of house-plants turns toward the window? Why?
17. Find some plants that must be grown from seed each year. Some that form a thick root the first season and produce a new stem bearing seed the second year.
18. When is there most sap in trees?
19. What would be the effect of pruning or wounding trees when the sap is flowing freely?
20. Describe some of the ways in which plants are spread over the country: (a) By downy seeds, (b) By winged seeds, (c) By birds or other animals, (d) By water.

HYGIENE

1. Why should we be careful to keep erect as much as possible when sitting, standing or walking?

2. Why will proper bathing prevent "taking cold?"
 3. Why is it necessary to clean the teeth?
 4. Are persons who bathe their feet regularly and frequently troubled with corns?
 5. Why is it wrong to make up beds immediately on rising from them?
 6. What harm is likely to follow continually throwing dish-water on the ground beside the back door?
 7. What diseases are often developed by allowing decayed fruit and vegetables to remain in the cellar?
 8. Why is it wrong to sleep in a room to which fresh air is not being admitted during the night?
 9. Why should milk cows not be allowed to drink out of stagnant ponds?
 10. What benefits result from going to bed early and rising early?
 11. Why should no part of our clothing be tight?
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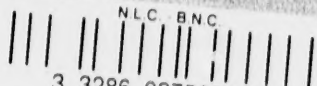
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